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ABSTRACT

Testimony and research studies supporting the reauthorization of the 1983 Women's Educational Equity Act (WEEA) program are presented. WEEA funds projects which promote quality education for females at all school levels. Statements of the following persons are included: Robert Funk, Disability Rights Education and Defense Fund; Patricia A. Jensen, National Advisory Council on Women's Educational Programs; Barbara Stein, National Coalition for Women and Girls in Education and National Education Association; and Leslie Wolfe, Project on Equal Educational Rights. Prepared statements, letters, and supplemental materials from the following persons are also included: Elaine Burns Chapline, Yonkers, New York; Kathryn Clarenbach, University of Wisconsin; Judith M. Gappa, San Francisco State University; William F. Goodling, Congressman from Pennsylvania; a list of grantees and contact persons from the Women's Educational Equity Act Program; a list of members of the National Advisory Council on Women's Educational Programs; and Pauline W. Tsui, Organization of Chinese American Women. (RM)

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HEARING ON WOMEN'S EDUCATIONAL EQUITY ACT

ED250226

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

SECOND SESSION

ON

H.R. 11

TO EXTEND THROUGH FISCAL YEAR 1989 THE AUTHORIZATION OF APPROPRIATIONS FOR CERTAIN EDUCATION PROGRAMS, AND FOR OTHER PURPOSES

HEARING HELD IN WASHINGTON, D.C., APRIL 5, 1984

Printed for the use of the Committee on Education and Labor

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HEARING ON WOMEN'S EDUCATIONAL EQUITY ACT

THURSDAY, APRIL 5, 1984

House of Representatives, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor,

Washington, DC.

The subcommittee met, pursuant to call, at 10:02 a.m., in room 2175, Rayburn House Office Building, Hon. Charles Hayes (member of the subcommittee) presiding.

Members present: Representatives Miller, Williams, Hayes, Goodling, Gunderson, Nielson, and Chandler.

Staff present: John F. Jennings, majority counsel; Nancy Kober, legislative specialist; Electra Beahler, Republican education counsel; and Richard DiEugenio, Republican senior legislative associate.

Mr. Hayes. This morning the Subcommittee on Elementary, Secondary, and Vocational Education is continuing its hearings on H.R. 11, a bill to extend several expiring education programs. Today we will focus on the Women's Educational Equity Act, which expires at the end of fiscal year 1984.

This program makes grants available to public agencies, nonprofit organizations and individuals for projects addressing the special educational needs of women and girls. WEEA supports model projects and develops curricula and training materials for educational institutions from the preelementary through the postsecondary level.

Currently the program is funded at $5.76 million.

[Text of H.R. 11 follows:]

98TH CONGRESS
1ST SESSION

H. R. 11

To extend through fiscal year 1989 the authorization of appropriations for certain education programs, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 3, 1983

Mr. PERKINS introduced the following bill; which was referred to the Committee on Education and Labor

---

A BILL

To extend through fiscal year 1989 the authorization of appropriations for certain education programs, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

ADULT EDUCATION

SECTION 1. (a) Section 311(b) of the Adult Education Act (20 U.S.C. 1203a(b)) is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

(b) Section 313(b) of such Act is amended by striking out October 1, 1984" and inserting in lieu thereof "October 1, 1990".

(c) Section 315(a) of such Act is amended by striking out "for fiscal year 1983" and inserting in lieu thereof "for each succeeding fiscal year ending prior to October 1, 1989".

(d) Section 316(c) of such Act is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

(e) Section 318(f) of such Act is amended by striking out "four" and inserting in lieu thereof "nine".

BILINGUAL EDUCATION

SEC. 2. (a) Section 702(b)(1) of the Bilingual Education Act (20 U.S.C. 3222(b)(1)) is amended by striking out "for the fiscal year 1983" and inserting in lieu thereof "for each succeeding fiscal year ending prior to October 1, 1989".

(b) Section 702(b)(2) of such Act is amended by striking out "each of the two succeeding fiscal years" and inserting in lieu thereof "each of the succeeding fiscal years ending prior to October 1, 1989".

(c) Section 723(a)(2) of such Act is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

(d) Section 731(c) of such Act is amended by striking out "February 1, 1980, 1982, and 1984" and inserting in lieu thereof "February 1 of 1980, 1982, 1984, 1986, 1988, and 1990"

(e) Section 742(f) of such Act is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

(f) Section 751(c) of such Act is amended by striking out "for fiscal year 1983" and inserting in lieu thereof "for each succeeding fiscal year ending prior to October 1, 1989".

IMPACT AID

SEC. 3. (a) The Act of September 30, 1950 (Public Law 874, Eighty-first Congress; 20 U.S.C. 236) is amended by striking out "October 1, 1983" each place it appears in sections 2(a), 3(b), 4(a), and 7(a)(1) and inserting in lieu thereof "October 1, 1989"

(b) The Act of September 23, 1950 (Public Law 815, Eighty first Congress; 20 U.S.C. 631) is amended—

(1) by striking out "September 30, 1983" in section 3 and inserting in lieu thereof "September 30, 1989"; and

(2) by striking out "October 1, 1983" in section 16(a)(1)(A) and inserting in lieu thereof "October 1, 1989".

WOMEN'S EDUCATIONAL EQUITY

SEC. 4. Section 938 of the Women's Educational Equity Act of 1978 is amended by striking out "three succeeding fiscal years" and inserting in lieu thereof "succeeding fiscal years ending prior to October 1, 1989".

INDIAN EDUCATION

SEC. 5. (a) Section 303(a)(1) of the Indian Elementary and Secondary School Assistance Act (20 U.S.C. 241bb(a)(1)) is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

(b) Sections 422(c), 423(a), and 442(a) of the Indian Education Act (20 U.S.C. 887c-1(c), 887c-2(a), 1221g(a)) are each amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

(c) Section 1005(g) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3385(g)) is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

ELLENDER FELLOWSHIPS

SEC. 6. Section 5 of the joint resolution of October 19, 1972 (Public Law 92-506) is amended by striking out "October 1, 1982" and inserting in lieu thereof "October 1, 1989".

ASBESTOS DETECTION AND CONTROL

SEC. 7. (a) Section 5(a)(1)(A) of the Asbestos School Hazard Detection and Control Act of 1980 (20 U.S.C. 3604(a)(1)(A)) is amended by striking out the last sentence.

(b) Section 12(a)(1)(A) of such Act is amended by striking out "the succeeding fiscal year" and inserting in lieu thereof "each of the succeeding fiscal years ending prior to October 1, 1989".

(c) Section 12(a)(1)(B) of such Act is amended by striking out "the fiscal year ending September 30, 1982" and inserting in lieu thereof "each of the fiscal years ending prior to October 1, 1989".

(d) Section 12(a)(2) of such Act is amended by striking out "September 30, 1983" and inserting in lieu thereof "the end of the fiscal year following the fiscal year for which appropriated".

GENERAL EDUCATION PROVISIONS ACT

SEC. 8. (a) Section 405(b)(7) of the General Education Provisions Act (20 U.S.C. 1221e) is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

(b) Section 406(g) of such Act is amended by striking out "October 1, 1983" and inserting in lieu thereof "October 1, 1989".

○

Mr. HAYES. This morning we have a panel and I would like to call on Ms. Barbara Stein who is chairperson of the National Coalition for Women and Girls in Education, who will be accompanied by Joy Simonson, council coordinator of the Citizens' Council on Women's Education.

Ms. Stein.

[Testimony of Barbara Stein follows:]

---

ncwge National Coalition for Women and Girls in Education

c/o Barbara Stein, National Education Association, Human and Civil Rights
1201 Sixteenth Street, N. W., Washington, D. C. 20036 202/822-7715

Testimony on the Women's Educational Equity Act before the House Subcommittee on Elementary, Secondary, and Vocational Education by Barbara Stein, chair of the National Coalition for Women and Girls in Education, on behalf of:

The American Association of University Professors
The American Association of University Women
The American Educational Research Association,
  Committees on Women
The Association for Women in Science
The Council of Chief State School Officers
The Federation of Organizations for Professional Women
The League of Women Voters
The National Education Association
The National Women's Political Caucus
The Office for Women in Higher Education,
  American Council on Education
Sociologists for Women in Society
Southern Coalition for Educational Equity
United States Student Association

April 4, 1984

Chairman Perkins and members of the Subcommittee, I am Barbara Stein of the National Education Association. I am here today presenting the testimony of the National Coalition for Women and Girls in Education, which I chair. The Coalition is composed of some 50 national organizations representing a broad-based constituency that includes women's, civil rights, and education groups. These groups all work together toward the common goal of protecting and strengthening the opportunities of women and girls in education.

Background

The reauthorization of the Women's Educational Equity Act (WEEA) is a top priority for the Coalition. We regard this program, although miniscule in dollar amounts, as critical to fostering educational equality for women and girls in schools and colleges. Therefore, we are pleased to have this opportunity to give you our recommendations on the reauthorization of the WEEA program. Our aim is to maintain those provisions which have worked, to strengthen those that are weak, and to recommend some minor charges in order to most thoroughly utilize the law's potential to assist in the implementation of sex equity in education.

The Women's Educational Equity Act was enacted ten years ago because Congress found that education in this country was "frequently inequitable" for women and girls, and that this factor limited their "full participation" in American life. The Act established a program of grants to fund projects which promote quality education for women and girls at all school levels.

With the WEEA program due to expire on September 30, 1984, the National Coalition for Women and Girls in Education conducted a special study to examine WEEA and to report to Congress and the public on what has been accomplished by the program. The report is attached to this testimony to be included in the record. The report entitled "Catching Up: A Review of the Women's Educational Equity Act Program," prepared by the Citizen's Council on Women's Education, finds that WEEA has made significant contributions toward attainment of the national goal of equal educational opportunities for women. Further, the report concludes that, "The Federal role of providing leadership in this long term effort remains as crucial today as when Congress held the 1973 hearings which led to the passage of WEEA."

The Citizen's Council prepared its report "Catching Up" by obtaining information on over 100 WEEA projects from project directors, WEEA product users, newspaper articles, the WEEA program office and the WEEA Publishing Center. This study showed that WEEA has been responsible for many exemplary projects throughout the country which promote sex equity. The most striking characteristic of the WEEA programs is that they work. Some examples of WEEA successes include:

- WEEA has been a leader in funding programs that encourage women and girls to take math, science, and technology courses. One project in Bronx, New York was a four-session counseling program designed to help minority women reentering the work force overcome their fear of mathematics by helping them learn the basics.

- WEEA has funded several projects that encourage women and girls to enter nontraditional vocational education programs that will lead to higher paying jobs in the future.
- WEEA has supported programs to assist low income women enter the work force. "The Transitional Black Women's Project" is aimed at making poorly educated, unskilled, single mothers employable by providing training and skills development.
- WEEA is the only federal education program that specifically reserves funds for programs addressing the needs of disabled women and girls. One project in Berkeley, California collected data on women and girls to assess their needs. This project developed a role model book for disabled girls called "No More Stares" and held a major conference to focus national attention on the educational needs of disabled women and girls.
- WEEA projects have focussed on ways to increase women's access to positions in educational administration. A Commission established by the Los Angeles School Board used WEEA funding to help women educators enter administrative positions and to encourage superintendents and university presidents to promote them.
- WEEA has supported several projects addressing the problem of double discrimination based on both sex and race ethnicity.
- WEEA has been a great help in promoting voluntary compliance with Title IX in schools and colleges. A WEEA project called "Project Team," located at the University of Massachusetts, Amherst, trained physical education instructors to become more aware of, and identify, bias in their teaching which reduced the participation of female students in the classroom.

Despite the fact that the WEEA program has used a small amount of federal dollars to fund many successful sex equity projects, since 1981 the program has been subject to a steady barrage of attacks.

The administration has attempted repeatedly to eliminate the WEEA program, despite solid bipartisan support for WEEA in Congress.

- In 1981 the Administration requested that WEEA be buried with many other programs in a block grant to the states with no requirements that the states undertake women's equity projects. With bipartisan backing, Congress elected to maintain WEEA as a separate federal program.
- In fiscal years 1982, 1983 and 1984 the administration proposed that no money be spent on the WEEA program. Each year's budget has been a battle, with the administration proposing no funding for WEEA as well as rescission of existing appropriations, and Congress continually funding WEEA at $5.76 million.
- In the administration's FY 85 budget proposal to Congress, it has once again recommended that WEEA be zero funded.

Unsuccessful at its attempts to eliminate WEEA, the administration has repeatedly attempted to undermine the program.

- In September 1983, despite the objections raised in two joint Congressional committee hearings, the Department of Education carried out a reorganization plan which downgraded the WEEA office by four levels to the lowest bureaucratic rung.

- As part of the reorganization plan, the WEEA program director was fired and the staff was reduced from eight to five.
- In 1982, a slate of new members was appointed to the National Advisory Council on Women's Educational Programs (NACWEP), an advisory group established under WEEA to advise the Secretary of Education about educational programs for women and girls. The new members have little or no background in educational equity.
- The executive director of the Advisory Council was replaced by someone who had testified in Congress, just a few months before her appointment, against funding for the WEEA program.

Recommendations

In light of these attacks over the last four years on the WEEA program, the National Coalition for Women and Girls in Education is deeply concerned about the future of WEEA. The benefit of ten years of experience has shown us the value of WEEA programs and has given us time to do some evaluation. We have prepared the following recommendations and comments for the consideration of this Committee:

- An additional finding should be included stating that "Congress funds and declares that excellence in education cannot be achieved without equity for women and girls."

The reports that were released last spring on the decline of educational excellence in this country failed to discuss the importance of educational equity as a necessary component of educational excellence. We think it is essential that Congress recognize the intrinsic link between educational equity and educational excellence.

- An additional purpose should be included stating that "It is also the purpose of this part to provide educational equity for women and girls who suffer multiple discrimination, bias, and/or stereotyping based on sex plus race, ethnic origin, age and/or disability."

Under the current WEEA regulation, grants that address the problems of women and girls who are also members of racial and ethnic minority groups are accorded a funding priority. Regulations, however, can be changed by executive action. One of the WEEA programs greatest strengths has been its foc[illegible] the multiple impact of race, sex and disability bias. We must build on the experience of these grantees and make progress towards meeting the needs of those women who suffer "double jeopardy" in our society. By placing this additional purpose in the law we insure that this problem assumes a high priority level that is less likely to be changed.

- The small grants - The maximum small grant should be raised to $40,000 per grant. The purposes of these grants should be clarified to include: projects to develop comprehensive plans for implementation of equity programs in state and local educational agencies, and institutions of higher education; innovative approaches to school - community partnerships; dissemination and replication strategies, and developmental models.

- Dissemination of equity materials must be emphasized in the statute. We recommend that the Secretary of Education establish a mechanism to evaluate, produce and disseminate WEEA products.

Congress will undoubtedly want to see the fruits of the seed money invested by WEEA since 1976. Both the existing and new equity products must get into local communities and institutions--to the school boards, teachers, parents, counselors, community colleges, displaced homemaker centers, community based organizations, etc., who can use the Federally-funded models to meet their locally determined needs. The WEEA Publishing Center has made a good start on a distribution program; the new statute should provide that the Secretary of Education set up some type of mechanism to increase dissemination of WEEA products at low cost to the user. The statute must provide for publication and dissemination of its products to the widest possible audience.

- Continuation of the low-cost policy for equity products is necessary

By selling WEEA products at cost, the Publishing Center has kept most prices under $10. This has greatly helped the marketing effort and should be continued as a means of facilitating dissemination to local schools and community groups.

- The Act should require that the program be administered by an Office of Women's Educational Equity responsible directly to the Assistant

Secretary for Educational Research and Improvement; that the Director of the Office be an expert in educational equity; that she/he be a career Senior Executive Service employee selected through a nationwide competition; and that an adequate staff, composed of persons with expertise in women's educational equity, be assigned to the Office.

Congress now has detailed proof of the need for such administrative mandates, and there is precedent for this type of administrative specificity in the Vocational Education Act. The program can only be productive if it is administered effectively.

- The authorization level for WEEA must be restored to the previous level of $80 million

The expanded program of distribution and assistance to local education agencies will require that funding be increased if the benefits of WEEA are to be widely shared. That the several recent studies of American education rarely mention the special needs of over half of the student population s[illegible] how far we have to go to achieve equity.

The National Advisory Council on Women's Educational Programs section of the Act needs revision.

Membership should specify several categories, as does the Vocational Education Act for its Council, in order to assure expertise and diversity:

a. Persons with experience in sex equity activities in preschool, elementary, secondary, postsecondary, vocational, and adult education;
b. Persons representative of, and expert in, the educational needs of racial and ethnic minority women and disabled women and older women;
c. Students;
d. Persons of both sexes;

Demonstrated commitment to the purposes of the Act should be required of all appointees.

Terms of members should continue to be for three years. Members should serve until the appointment and confirmation of their successors, even if this provides terms that exceed three years.

Mandate should specify the following duties:

a. Advise the President and Congress about educational needs and opportunities for girls and women. The present requirement that the Council merely "report" to them is inadequate. Advice would include legislative recommendations when appropriate.
b. Oversee the evaluation of the WEEA program to enhance its effectiveness. The present directive that the Council evaluate WEEA projects is not appropriate or feasible for an advisory council.
c. Advise the Secretary of Education about the administration of WEEA, including broad allocation of funds and the selection of program funding priorities. This would not involve the Council in the

awarding of grants and contracts, but would go beyond the present weeak directive to "recommend criteria for the establishment of program priorities."

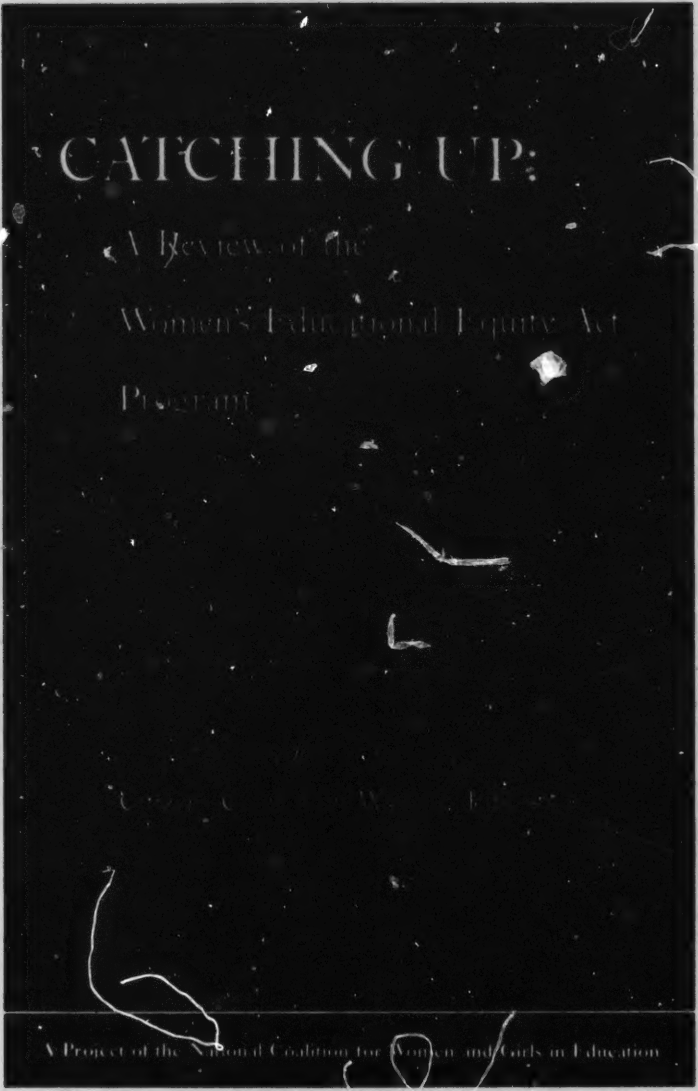
d. Advise all Federal agencies which have education programs concerning aspects of those programs which affect women's and girls' needs and opportunities. Federal support of education is not limited to the Department of Education, so it is important for the Council to advise other agencies about sex equity in their education programs.

e. Disseminate information concerning the Council's work. The continuation of this directive in the statute authorizes an important public education function by the Council.

The reauthorization of WEEA is an opportunity for Congress to improve the composition and directives of the Advisory Council on the basis of eight years of experience, so that future Councils can be of greater service to Congress, the public, and the cause of women's educational equity.

Conclusion

We urge the Committee to carefully consider our recommendations for improving the Women's Educational Equity Act. This program has a small impact on the budget, but has an immense impact on its beneficiaries. We are truly a "nation at risk" if we restrict the educational opportunities of over one-half of our nation.



CATCHING UP:

A Review of the

Women's Educational Equity Act

Program

A Project of the National Coalition for Women and Girls in Education

CITIZENS COUNCIL ON WOMEN'S EDUCATION

COCHAIRS

Virginia Allan, Falls Church, Virginia, cochair; former Deputy Assistant Secretary of State for Public Affairs; chair of President Nixon's Task Force on Women which prepared the report, "A Matter of Simple Justice," past President, National Federation of Business and Professional Women's Clubs, Inc.

Elizabeth Duncan Koontz, Salisbury, North Carolina, cochair; recently Assistant Superintendent of Schools, North Carolina; former President of the National Education Association; former director, Women's Bureau, U.S. Department of Labor; past chair, National Commission on Working Women.

MEMBERS

Diane Chira, Cambridge, Massachusetts, recent graduate of Harvard Radcliffe College; Regional Coordinator, Women's Leadership Network for New England; former intern for the Health Equity Project, Washington, D.C.

Jon W. Fuller, Ann Arbor, Michigan, member, National Advisory Council on Women's Educational Programs (1975-1982); current president, Great Lakes Colleges Association; Special Assistant to the U.S. Commissioner of Education and to the Assistant Secretary of Education (1971-1974); member of numerous boards and commissions dealing with women's educational equity.

Mary Grefe, Des Moines, Iowa, immediate past president, American Association of University Women; appointed by President Ford to the Advisory Council on Adult Education; member of many state and local boards and commissions related to education.

Mary Hatwood-Futrell, Alexandria, Virginia, current president of the 1.7 million member National Education Association; president of ERAmerica for five years; in 1981, a member of the U.S. Commission for UNESCO; former member, Governor's Commission on the Education of the Handicapped.

Harold Howe II, Cambridge, Massachusetts, currently senior lecturer, Harvard University Graduate School of Education; former Vice President for Education and Public Policy, the Ford Foundation; appointed by President Johnson as U. S. Commissioner of Education.

Sharon Lord, Alexandria, Virginia, head of a management and education consulting firm; Deputy Assistant Secretary of Defense for Equal Opportunity and Safety Policy (1981-1982); former faculty member, University of Tennessee; director, Appalachian Center for Educational Equity, where she was the recipient of grants from the Women's Educational Equity Act program.

Helen Milliken, Traverse City, Michigan, former First Lady of Michigan; National Co-Chair, ERAmerica (1978-1982); currently a member of the new Michigan Commission on the Future of Higher Education; board member, Women's Research and Education Institute of the Congressional Caucus on Women's Issues.

Patsy Mink, Honolulu, Hawaii, original Congressional sponsor of the Women's Educational Equity Act, 1974; member, U. S. House of Representatives (1965-1978); past president, Americans for Democratic Action; Assistant Secretary of State, (1977-1978); current chair, Honolulu City Council.

Joy Picus, Los Angeles, California, member, Los Angeles City Council, currently serving her second term; past president, California Elected Women's Association for Education and Research; president, L.A. County Division, League of California Cities; board member, Women in Municipal Government.

Donna E. Shalala, New York, New York, Professor of Political Science and President, Hunter College of the City University of New York; Assistant Secretary for Policy Development and Research, U.S. Department of Housing and Urban Development (1977-1980); Governor, American Stock Exchange; board member, Wonder Woman Foundation, Children's Defense Fund and National Women's Law Center.

Joy Simonson, Washington, D.C., Project Coordinator; executive director, National Advisory Council on Women's Educational Programs (1975-1982); past president, National Association of Commissions for Women; participant in International Women's Year conferences in Mexico City, Houston, Copenhagen; former member, Secretary of Labor's Advisory Committee on Women.

CATCHING UP:

A Review of the Women's Educational Equity Act Program

> If education is to make a positive difference in the future of students and our society, leaders in education must redouble past efforts to achieve high quality education for girls and boys and women and men.
>
> — *Council of Chief State School Officers*

A Report by the

Citizens Council on Women's Education

Prepared by:
Joy R. Simonson, COUNCIL COORDINATOR
Jeffrey A. Menzer, STAFF ASSISTANT

February 1984

A Project of the National Coalition for Women and Girls in Education

Acknowledgments

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The Council thanks all members of the National Coalition for Women and Girls in Education under the leadership of **Barbara Stein**, Chair, and the WEEA project directors who provided information and materials.

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PREFACE

In 1974, Congress passed the Women's Educational Equity Act (WEEA) because it found that education in the United States was "frequently inequitable" for women and girls and limited their "full participation" in American society. The Act established a program of grants for projects which promote educational equity for girls and women at all levels of education.

WEEA also established a National Advisory Council on Women's Educational Programs (NACWEP) to advise Federal officials and the public about the educational needs of women and girls. The 17 member, Presidentially appointed NACWEP spotlighted important issues through hearings and publications which focused on rural, minority, and working women, equity in intercollegiate athletics, sexual harassment of students, and the enforcement of anti-discrimination laws.

In 1982, President Ronald Reagan replaced the experienced, bipartisan National Advisory Council with new members, most of whom lacked background in women's issues or educational equity. Their obvious hostility to civil rights legislation and the Women's Educational Equity Act itself makes it clear that they are unable to accurately appraise the accomplishments of the Act. Therefore, the National Coalition for Women and Girls in Education, composed of some fifty national organizations working to promote equal educational opportunity for girls and women, invited twelve women and men with experience in education and public affairs to constitute a Citizens Council on Women's Education. This bipartisan, diversified group was launched in September, 1982. The purposes of the Citizens Council are to:

- protect the guarantees of educational equity in Federal legislation;
- monitor the activities of the official National Advisory Council;
- make recommendations to Congress about legislative and budgetary actions needed for educational equity;
- inform the public of the status of educational equity and attempts made to halt progress toward this goal.

The Women's Educational Equity Act program, a small but highly visible focus of the Federal commitment to equal educational opportunity, has been the object of repeated attacks and efforts to eliminate it. With the Act due to expire September 30, 1984, the Citizens Council on Women's Education believes it is essential to report to Congress and the public on what has been accomplished by this embattled program.

In order to decide on the future of the legislation, Congress needs to know what impact these Federal dollars have had on the lives of women and girls. Official statistical reports do not convey the diversity and the human significance of the projects supported by WEEA. The Citizens Council obtained information on over 100 WEEA projects from project directors, the WEEA program office, the Publishing Center, WEEA product users, and from articles in newspapers, magazines, and professional journals. This report examines several of these projects and emphasizes the actual experiences of their beneficiaries. We hope that our report be useful to all who will be concerned with the future of this crucial equity legislation.

Photo: Courtesy General Electric Company

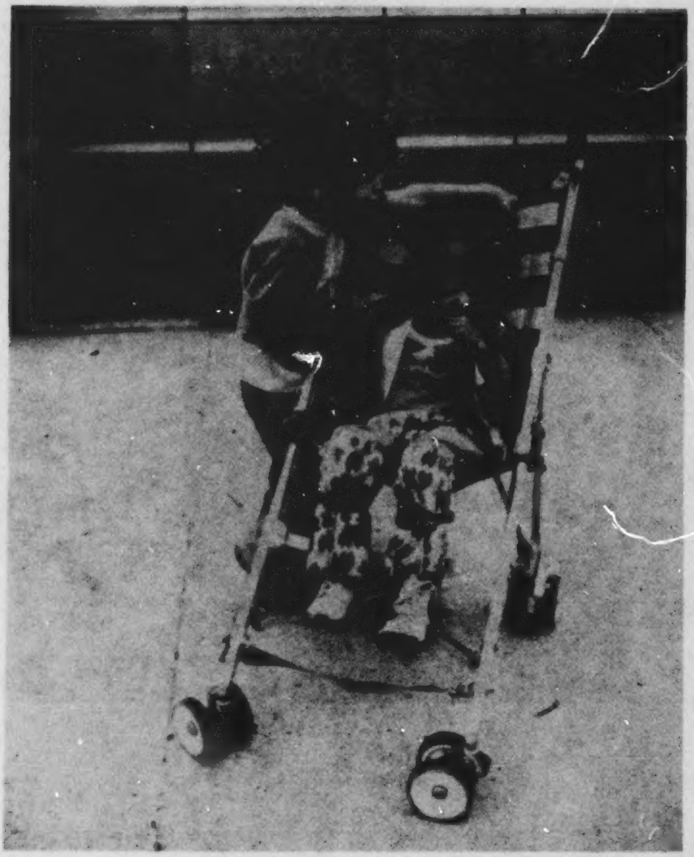


Photo: by Freda Leinwand

INTRODUCTION

The quality of American education has become a major national issue. With the release of several reports—most notably *A Nation at Risk*, prepared by the National Commission on Excellence in Education—politicians, the media, and parents have focused on the needs of our educational system. But these reports and discussions have virtually omitted the special needs of over half the population—women and girls. Educational equity, particularly as it affects females, has been overlooked as an essential component of educational excellence.

Yet recent studies of poverty underscore the needs of women. The National Advisory Council on Economic Opportunity in 1980 predicted:

> All other things being equal, if the proportion of the poor who are in female headed families were to increase at the same rate as it did from 1967 to 1977, they would comprise 100% of the poverty population by the year 2000.

And the U.S. Commission on Civil Rights, in its report, *A Growing Crisis: Disadvantaged Women and Their Children*, concluded:

> When a woman's education has not adequately prepared her for employment, she and her children may be destined to live in poverty.

The rapid surge of women into the labor force over recent decades reinforces the need of all women for an equitable education. Women are already over 40% of the labor force; they are a majority of college students; they are 65% of the college students over thirty-five.

Research has documented that some teachers unconsciously hold lower expectations of their female students, and this may lead to lower self-esteem and, ultimately, a lower rate of achievement. Career counseling and testing, too, are often sex stereotyped. Girls' future educational and occupational options are limited by presenting to them only a small portion of the career spectrum. This limitation hurts not only the individuals involved, but the nation at large.

A current television commercial for a credit card depicts one of these new students—a woman returning for further education. The commercial's "star" is shown having some initial difficulty in the classroom; she cannot compete with the more experienced younger students around her. Her husband lends his moral support while she struggles with a term paper. The final scene shows the student receiving her graded paper. The male professor gives her a look of approval. Her peers congratulate her. The woman has succeeded as a student!

Unfortunately, not all returning women students have as positive and successful an experience as this atypical, fictional character. Many women do not have a husband offering both moral and financial support. Many women return to school because they are widowed, divorced, abandoned. They are forced to support themselves and their families and must return to school to learn new, competitive skills.

The WEEA program is a miniscule item in the Federal budget, yet it has attracted disproportionate attention from both the executive and legislative branches. Its peak appropriation was only $10 million in Fiscal Year 1980; since then it has received less than $6 million a year. But each year's budget has been a battle, with the administration proposing no new funds as well as rescission of existing appropriations, and the Congress insisting on continuation of the program. Other recent moves to eliminate or drastically redirect this sensitive program, described more fully in later sections of this report, include:

- a proposal to bury WEEA in an education block grant to the states, with no requirement that they undertake women's equity projects;
- virulent attacks on the program director, reassignment and eventual firing of the director;
- reduction of the program staff and transfer of the experienced personnel;
- downgrading the status of the program office;
- appointment of entirely new membership to the National Advisory Council on Women's Educational Programs, most of them inexperienced in women's educational equity issues;
- appointment by the Advisory Council of an executive director who had testified in Congress against appropriations for WEEA.

In the words of Congresswoman Patricia Schroeder (D.–CO):

> The relegation of women to second-rate jobs is a direct reflection of how our educational system has failed them, both because it has not adequately prepared them for higher level positions and because it has not encouraged them to seek higher level positions.

We are truly a "nation at risk" if we continue to restrict the educational and occupational opportunities of over one-half of our nation.

WEEA IN ACTION

On the Cutting Edge

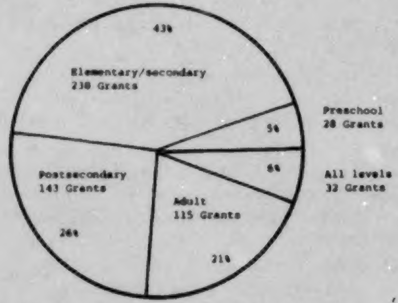
In its short life, the Women's Educational Equity Act program has been responsible for many landmark projects in women's educational equity.

- WEEA has been a leader in funding programs to open *math, science and technology* courses and careers to women and girls and has encouraged their participation by supporting important programs to overcome past stereotyping.
- WEEA took the lead in opening doors to girls and women in nontraditional *vocational education*; funded projects to eliminate bias and discrimination against women and girls in the trades, apprenticeship, and vocational programs.
- WEEA has funded major programs to improve educational opportunities and career choices for *low-income women*—to help break the cycle of poverty, unemployment, and underemployment of women.
- WEEA has supported numerous projects to increase the access of women to positions in *educational administration*. Some projects trained aspiring women educators, while others influenced superintendents, university presidents, and local school boards to encourage their active support for Title IX and sex equity.
- WEEA has led the way in supporting programs on *double discrimination* based on both sex and race/ethnicity. WEEA has made minority women's concerns a national priority by strengthening significant networks of Chinese- and Japanese-American women, Hispanic-American, Native American and Black women, educators and grassroots networks of parent/teacher advocates for equity.
- WEEA was the first (and to date the only) Federal program to target resources on the educational needs of *disabled women*—the most invisible and underserved women in the country.
- WEEA supported projects to help *rural women and girls* understand the importance of nonstereotyped education to their future lives.
- WEEA projects have assisted faculty and students adjust to new *physical education and athletics* patterns under Title IX.
- WEEA pioneered in demonstrating *comprehensive approaches* to educational equity by funding projects to implement locally selected equity programs in five diverse school districts.
- WEEA has funded programs *meeting needs of women and girls* from preschool to postgraduate, from dental/medical/engineering students to women in jail, from non-English speaking immigrants to university administrators, from athletes to researchers.

How the Dollars Work

Congress took a significant step when it passed the Women's Educational Equity Act, the sole Federal program dedicated to improving the educational experience of women and girls. WEEA supports projects which develop curriculum and training materials for educational institutions from pre-elementary to postsecondary levels, as well as others for use by the private sector and community groups. WEEA grantees develop models which can be shared and used throughout the country. Chart 1 illustrates the diversity of target groups addressed by WEEA projects.

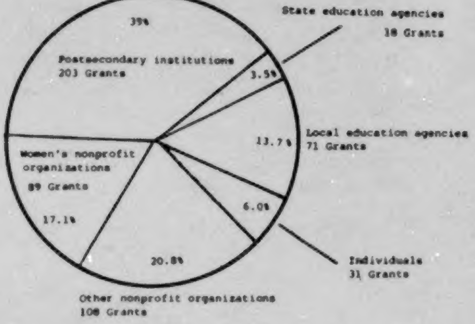
Chart 1.—Distribution of grants by educational level of beneficiaries
[FY 1976 – FY 1983]



(Awards are counted more than once when projects focus on more than one level.)

Grant recipients are highly diversified, including major universities, local school districts, and a wide range of private sector groups.

Chart 2.—Distribution of grants by type of applicant
[FY 1976 – FY 1983]



Case Histories of WEEA Projects

1. MATH AND SCIENCE

> To meet the country's needs for excellence, creativity and innovation in its scientific work, we must develop and utilize the talents of all Americans, particularly women and minorities, now currently underrepresented in the science and engineering professions.
>
> — Today's Problems, Tomorrow's Crises, *The National Science Board*

Problem: ***Math Anxiety.*** Many women are returning to school to gain skills needed to be competitive in today's rapidly changing job market. However, many of these reentry women students lack basic math background to enable them to study the math and science courses required for the high demand occupations. Victims of sex discrimination in education, they often suffer from math-anxiety and need remedial assistance.

WEEA Project: ***MINORITY WOMEN IN MATHEMATICS AND SCIENCE: AN ANXIETY AVOIDANCE REDUCTION PROGRAM***

Bronx Community College
"Helping reentry minority women gain mathematics skills"

A four-session counseling program was developed to help math anxious students—primarily older, urban, minority women whose occupations are becoming obsolete—confront and combat their fear of mathematics and enable them to learn the required course materials. The WEEA program helped them learn the basics and allowed them to move on to higher level courses.

Results:

- Students' self-confidence increased, thus lessening the stigma associated with failure in math.
- Greater likelihood of students remaining in their math class until they passed the course.
- The story of one participant:

  > JG is a very bright woman in her late 30's who quit learning math in the third grade after being humiliated by her teacher, a fact she successfully concealed from everyone. She left school at 16. . . . Despite the repeated urgings of her [job] supervisor, she shrugged off the need to acquire any academic credentials. New regulations led to her dismissal after 10 years on the job. At the time JG participated in the WEEA program, she had reached the point where continued failure in math was more painful than the risk of humiliation. At the center we diagnosed her weakness and set up a tutoring schedule. JG was able to pass the first half of the course by the end of the semester.

- Inclusion of aspects of the WEEA program in the mathematics curriculum at Bronx Community College. The Project Directors report that this institutionalization "is a recognition that the program may be an improvement in the teaching of math to a sizable number of students."

• • • • • • • • • • •

Problem: ***High School Girls Avoid Math.*** Many girls preclude future educational and occupational opportunities by not studying basic math concepts in junior high school. Girls are underrepresented in advanced high school math and science classes. Girls rationalize their math avoidance by believing that math is irrelevant to their own lives. A joint study by the National Science Foundation and the Department of Education concludes that "women still remain the largest pool of talent available for increasing the size and quality of the science and engineering force," but without basic skills, girls cannot pursue these growing occupational and educational opportunities.

WEEA Project: ***MULTIPLYING OPTIONS AND SUBTRACTING BIASES***
University of Wisconsin, Madison
"Videotapes to increase girls' participation in high school math"

Four videotapes inform math teachers, students, parents, and counselors of the importance of math to educational and occupational opportunities and address specific biases which limit females' interest and success in math. Each tape offers suggestions for eliminating these biases and for expanding opportunities.

Results:

- Increased awareness by teachers, parents, and students of the subtle, yet pervasive, forms of discrimination which inhibit girls' study of math. One videotape depicts the problem of different teacher expectations for male and female students:

  (Math class with the teacher moving around to help individual students)

  Teacher: Have you figured out the answer, Marcia?
  Marcia: Uh–no. Not yet.
  Teacher: Eric, how about you?
  Eric: I can't get it!
  Teacher: Come on, Eric. You can do it.
  What's the exponent?
  Eric: Oh yeah, x to the fifth. I get it now.

  By depicting this frequent student-teacher interaction of lowered expectations of females and the perception that math is more important for males, the tape helps its audience move toward eliminating these biases.

- Increased female enrollment in mathematics classes increased after high school students viewed the WEEA tape.
- An article in the *Journal of Research in Mathematics* reporting that those females who participated in this WEEA program increased their knowledge about sex related differences in mathematics, and also indicating that they were going to study more mathematics both during and after high school.
- Test data showing that male peers, math teachers, and counselors who viewed the WEEA tapes demonstrated changes in their knowledge and attitudes toward sex related biases in math.

2. SEX-ROLE STEREOTYPING IN CURRICULA

> I think this [discriminatory and biased portrayal of women in classroom materials] is one of the things we are going to have to deal with if we are ever going to get our society to accept women as equal in employment.
>
> — *Rep. William Lehman (D.–FL)*

Problem: ***Teachers Working on Sex Equity Need to Share Information.*** Many individual teachers interested in developing and teaching nonsexist materials feel isolated. Frequently, they would like to share their ideas or receive other nonsexist teaching ideas, but the lack of colleagues committed to equity practices can leave teachers feeling isolated and in need of fresh materials to aid their efforts to promote educational equity.

WEEA Project: ***PROJECT SHARE***

Organization for Equal Education of the Sexes, Brooklyn, NY
"Linking classroom teachers together and sharing ideas"

Project Share reduced the sense of isolation of sex equity teachers by linking them with other teachers nationwide. They were linked through *TABS: Aids for Ending Sexism in the School*(the quarterly magazine published by OEES). They were encouraged to send in their own nonsexist materials—anecdotes or reports of successful activities; lesson plans; feature articles on innovative local projects; quizzes or puzzles. The WEEA project staff evaluated and published the best of these ideas. Teachers were also encouraged to expand the network by becoming "idea scouts." Both the idea scouts and the project staff did extensive outreach to locate the best sex-equity materials produced by classroom teachers.

Results:

- Increased opportunities for classroom teachers to learn about classroom-tested sex equity materials.
- Development of *Project Share Handbook*, featuring tips on developing ideas into lesson plans, examples of successful project materials, and a resource list, all submitted by teachers.
- Continuation of Project Share through each *TABS* edition, although the WEEA grant has ended. The network for exchanging nonsexist teaching ideas continues to expand.
- Other educational periodicals enlisted as copublishers of these nonsexist materials, increasing the number of teachers reached by the WEEA project.
- Success in locating people who have tried educational equity ideas in the classroom, and putting these individuals in contact with one another.

3. INFUSING EQUITY IN EDUCATIONAL INSTITUTIONS

> In my study of the problem sex discrimination in education, I have been shocked at the pervasiveness of this discrimination. Education has traditionally been regarded as a 'women's field.' Yet . . . it is mostly men who have had the opportunities, and men who have had the power.
>
> — *Sen. Walter Mondale (D.–MN)*

Problem: *Few Women Administrators.* Although education is considered "a women's field", women are seriously underrepresented in public school administration. In 1982 there were 4% women superintendents, and only 16% of principals were women. Equal employment legislation has not overcome stubborn barriers. Understanding and attitudes of policy makers (predominantly male) must be broadened and women must be actively assisted up the ladder.

WEEA Project: *AEQUUS III*

Commission for Sex Equity, Los Angeles Unified School District
"Activities to enhance sex equity in a major school system."

The Los Angeles School Board appointed a Commission to advise it on Title IX and other sex equity issues. With WEEA funding, the Commission played a major role in implementing an important court decree setting targets for promotions of women to administrative positions, as well as numerous other equity activities throughout the school system.

Results:

- Conferences and workshops for students, staff, aspiring administrators, and policy makers on such topics as nonsexist career options, math and science, and women in sports.
- A masters degree/administrative credentials program for aspiring women administrators.
- Analysis of District policies and practices relating to women's employment opportunities.
- Management training and a manual for the Superintendent's Council.
- An options analysis on equal pay for jobs of comparable worth for the Board of Education and the Superintendent.
- Ten newsletters on educational equity issues sent to 5,000 readers; frequent press releases.
- Testimony on sex equity concerns before Congress and the California Assembly.
- Commendations awarded by the California State Senate and Assembly, the Los Angeles City Council, the Mayor, and a Parent-Teacher Association.
- Concrete progress:
  - Between 1980 and 1983 the number of women elementary school principals increased from 151 to 175, high school principals from 4 to 12, assistant superintendents from 2 to 7;
  - Every school has a copy of the women's history curriculum;
  - California now has a law comparable to Title IX.

Despite much controversy with the Board of Education and others, the Commission concluded, at the end of the WEEA grant, that:

> . . . friends of educational equity can take heart in knowing that the current momentum will continue. In one form or another, women's educational equity is here to stay.

* * * * * * * * * *

Problem: ***Faculty and Administrators Need Information About Equity.*** Programs have not been available to support women's equity needs among students, staff and faculty in higher education.

WEEA Project: ***LEADERSHIP AND EDUCATIONAL EQUITY PROJECT***

University of Maine at Orono
"Enlisting institutional leaders in promoting sex equity"

A model program was designed to broaden faculty and administrators' understanding of and support for the equity needs of women students, staff, and faculty. The project is intended to engage the visible support of key "opinion leaders" to move the University toward equity in its curricula, policies, and procedures. Materials were field tested at UMO and other regional colleges and universities, which now function as an equity network in Northern New England.

Results:

- Models and materials developed to help education leaders to analyze and eliminate inequities in curriculum content.
- At UMO a budget to fund faculty and departmental proposals to integrate scholarship on women into the curriculum. This budgetary commitment demonstrates the success of the WEEA project in obtaining the commitment of the University's leaders to sex equity.
- Equity networks at eight other colleges and universities in New England.
- Institutional support for a mentoring system to help female assistant professors understand the administrative structure of the university and help them obtain tenure and other benefits.
- Increased understanding by the faculty of the importance of the scholarship by and about women and the unique values of women's studies training.
- A two day regional symposium on "Moving Toward a Balanced Curriculum."
- Training workshop for equity leaders in Northern New England to promote equitable administrative policies and practices, as well as a gender balanced curriculum.
- The University of New Hampshire's new course on educational equity in the School of Health Studies curriculum.
- Texts written by and about women incorporated into the UMO liberal arts curriculum, including political science, French, sociology, and history.

4. TITLE IX IMPLEMENTATION

> Our educational and community institutions will need substantial assistance if they are to help women gain their place as equal participants and beneficiaries of our society. . . . Unless institutions receive help of this sort, they will be vulnerable to continued charges of discrimination, as well as being unable to adequately fulfill their responsibilities to women.
>
> — *Bernice Sandler, Association of American Colleges*

Problem: ***Physical Education Faculty Need Help to Adjust to Title IX.*** Because of Title IX, women and girls now have more opportunities to participate in competitive athletic programs at all levels of education. Equally important is the instruction students receive in their physical education classes. Physical education teachers historically taught single sex classes, so under Title IX there is a need for new techniques and materials.

WEEA Project: ***PROJECT TEAM***

University of Massachusetts, Amherst
"Teaching physical educators to be fair"

Physical education teachers were instructed in how to become aware of and identify bias in their teaching which reduced the participation of students in the classroom. The intervention/inservice training program helps teachers in developing new methods of instruction and new class activities to implement race and sex equity concepts.

Results:

- Development of a useful and needed model which has been validated through field tests in Massachusetts.
- One participant's reaction:

  > Having taught physical education for over 20 years, it sometimes becomes very hard to change your techniques. But after the first day, and the realization that I had been picking teams improperly for over two decades, I became a little shook, and determined to straighten out inequities which have existed in my classes. On returning to school, many other equity issues came to light. . . . I am still dealing with each and every one.

- Another response:

  > Being the only woman left on the staff in physical education at the high school, I was a little afraid that the workshop would do more harm than good . . . I was wrong . . . you have made us more enthusiastic about what we can achieve in our coed physical education classes and you have renewed our dedication to physically educate all of our young people.

- Workshop participants' use of their new skills in their own school systems. They have also been disseminating these teaching techniques to others at regional and state conventions and writing about them in professional journals.

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Problem: ***Many Parents and Students Lack Information about Title IX.*** Some communities might not be aware of the harmful effects of inequitable educational opportunities, or might not be aware of the scope and usefulness of

Title IX. In order for Title IX to be effective, it must be understood and supported by community members, and by its beneficiaries—the students.

WEEA Project: ***CHILDREN DESERVE EQUITY***

Rural Alternatives Institute, Huron, South Dakota
"Explaining Title IX to kids and their parents"

Puppets, activity cards, cassette scripts, and student and parent handbooks were developed to explain to kindergarten and early elementary students and their parents what Title IX is and how it affects their lives and futures. This model is designed to assist rural and other communities in the full implementation of Title IX.

Results:

- Students' response that they had learned about greater educational and occupational opportunities through the WEEA curriculum materials.
- A male superintendent's comments:

  > Prior to this [WEEA] project, we, like many of our peers, made a direct correlation between equity, women's rights, and the ERA. Equity was that; but it was much more. The slogan for Children Deserve Equity is "Helping Kids Be All They Can Be!" As we learned, the concept of equity applied to both sexes and all races of children. It was not limited except by our own preconceptions.

- High rating of the products by teachers who found them easy to incorporate into the classroom.
- A teacher's reaction: "I highly recommend the package for any school. We enjoyed it, our students enjoyed it, and we know you will enjoy it."

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Problem: ***Legal Training about Title IX is Needed.*** Attorneys, school lawyers, and administrators of Title IX need to know about the scope of Title IX from a legal standpoint, and know of case law as it develops. Legal training for these practitioners is essential if Title IX is to be effective in prohibiting sex discrimination in educational programs or activities receiving Federal financial assistance.

WEEA Project: ***TITLE IX LEGAL TRAINING WORKSHOPS***

The National Women's Law Center, Washington, D.C.
"Training practitioners about Title IX."

Lawyers, law students, and Title IX administrators were taught about the problems of sex discrimination in schools, the requirements of Title IX, and the way in which Title IX can be used to remedy problems of discrimination. Model workshops were held throughout the nation.

Results:

- Comprehensive materials on Title IX, including case law, available for lawyers, law students, school counsel, and professionals involved with the implementation of Title IX.
- Continuation of the training financed through grants from private foundations.

5. INEQUITABLE AND STEREOTYPED TEACHING

> As teachers we must become aware of our expectations for children and realize the influence our attitudes and practices have on the children's expectations of themselves and others.
>
> — *Diane McDonald, National Education Association*

Problem: ***Few Materials on Sex Equity are Available for Teacher Training.***

WEEA Project: ***ABC'S FOR SEX EQUITY***

New York City School System
"To increase teachers' understanding and awareness of the role that sexism and sex role stereotyping play in individual lives"

ABC's (Attitudinal Behavioral Changes) for Sex Equity developed an inservice teacher training workshop designed to increase teachers' understanding of sexism and sex role stereotyping. The activities were field tested by a group of New York City teachers.

Results:

- Increased teacher awareness of sex bias in classroom practices such as sex bias in books and curriculum materials, sex stereotyping in assignment of classroom tasks, and biased reactions to the same behavior in boys and girls. According to the evaluation, "there was clearly an increased awareness on the part of teachers to sexism as it manifests itself in their lives and in their classrooms."
- Eighty per cent of the WEEA workshop participants reporting changes in their classroom, such as nonsexist lineups and behavior and language changes related to the more subtle forms of bias.
- New curriculum materials or activities utilized by 95 per cent of the teachers as a result of the WEEA workshop. Most frequently mentioned was a classroom discussion of sex bias and sex role stereotyping found in the classroom, in television, and within society.
- Classroom use of curriculum materials that portrayed women's past and future. One teacher explored math anxiety; others modified their use of biased books and modified their career education curriculum to include nontraditional careers.
- Modifications made by teachers in both school sports and music. One teacher organized a girls' baseball team after the girls expressed interest. Another integrated the gymnastic team to include both boys and girls.
- "All of these activities provide substantial evidence that participating teachers of the [WEEA] project did, in fact, initiate classroom activities and materials that reflected the concepts of sex equity," according to the project evaluator. Inservice teacher training using these WEEA materials is a successful method to increase educational equity in the classroom.

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WEEA Project: *THE NONSEXIST TEACHER EDUCATION PROJECT (NSTEP)*

The Mid-Atlantic Center for Sex Equity, The American University
"To develop teacher training materials on sex equity in the classroom"

Student booklets and teacher guides were written by different authors for use in three courses common to teacher training programs. Ten diverse universities across the United States used the materials in a one year field trial.

Results:

- Conclusion of an independent NSTEP evaluation that producing information on sex equity increases student teachers' awareness of, and sensitivity to, this basic issue.
- Third annual Women Educator's Award given to the Nonsexist Teacher Education Project.
- A physical education student:

> I read it cover to cover. I agreed with it . . . so many times while I was reading it a light went on, and I said 'Yeah. Yeah, that's what happens.' . . . It was like a slap across the face . . . I was very glad that I had the opportunity to read [the materials]. Next semester, I'll be student-teaching and I know I'll have that as a top priority, something to conquer.

- According to a teacher's aide, now a student,

> The main strength of this material is that they discussed male discrimination that we practice in elementary schools. As a female, I'm very aware of discrimination towards women, but not towards men. It made me think, 'Now, wait a minute, when I was a teacher, did I do any of those things?'

- A Houston woman's words:

> I always felt I was against women's lib and yet I always found things I agreed with . . . . Now I know my stand. I want people to have the freedom to do what they choose, men or women.

- "My daughter is good in math and I wouldn't want her stifled," another project participant's view.

6. DISABLED WOMEN AND GIRLS

> The plight of a disabled woman striving to realize her maximum potential as a productive, self-sufficient individual results in large part from a widespread attitude that although the disabled man must become self-supporting, the disabled woman will somehow be cared for and protected.
>
> — *Council of Chief State School Officers Resource Center on Sex Equity*

Problem: ***Barriers to Equitable Education.*** Disabled women and girls face serious, and often unacknowledged, barriers to equitable education—barriers which are products of stereotyping and bias based on both sex and handicapping condition. Like ethnic and minority women and girls, disabled women and girls are victims of "double jeopardy."

WEEA Project: ***DISABLED WOMEN'S EDUCATIONAL EQUITY PROJECT***

Disability Rights Education and Defense Fund, Berkeley, CA
"Activities to increase educational equity for disabled women and girls"

The project gathered data on disabled women and girls to assess their needs. Materials were developed for educators and counselors. A major, national conference was held to bring together people interested in educational equity and the special educational needs of disabled persons, particularly of racial and ethnic minorities. The project also developed model curricula and approaches to training disabled teenage girls and young women in their civil rights, educational and career opportunities, and how to secure them.

Results:

- Publication of *No More Stares*, a role model book for disabled girls which has been highly praised by users:

  > The book has been helpful to me, increasing my sensitivity to an area where I have been ignorant. . . . I appreciate the service you are providing women and disabled persons in the community.
  >
  > — *a counselor of disabled people*
  >
  > The book, *No More Stares*, is beautiful. Reading about each person is like making a new friend. One special person is Lois Dadzie. I feel Lois is a great example of a beautiful, Black, disabled, independent woman to be admired. I am glad I had a chance to meet her.
  >
  > Am really high on *No More Stares*, and hope you can get national distribution. . . . It certainly belongs in every school library. It is not only a fine book, but a handsome one too.

- *Access to Equality: The First National Conference on Educational Equity for Disabled Women and Girls*, attended by over 100 people, a third of whom were disabled. The conference focused national attention on the educational needs of disabled women and girls, particularly racial and ethnic minority disabled women and girls.
- Technical assistance on disability and women in education to over 40 national, regional, and local organizations; over 2000 requests for information, materials, speakers, and articles, in one year.
- A network of disabled women concerned with educational equity issues established.

- Training of disabled women who were previously without training, which started some on the road toward economic self-sufficiency.

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Problem: *Curricula Omit Disabled Persons.* Elementary school curriculum materials generally exclude images of children and adults with disabilities. Without this early exposure and opportunity to discuss disability and sex-role stereotyping, children may develop attitudes which perpetuate the exclusion of the disabled from the mainstream.

WEEA Project: *PROJECT REED*
Women's Action Alliance, New York, NY
"Images of the disabled in elementary school curriculum"

Nonsexist, multicultural materials designed for easy incorporation into the elementary school curriculum include: hand puppets showing adults and children with the same disabilities (designed to help children understand that disabled children often grow up to be disabled adults), wooden puzzles, block accessories (an eight figure community set depicting disabled people and people in nontraditional careers), and resource photos. The project also developed a training guide to help teachers and parents understand and combat stereotyping on the basis of sex, race, and disability.

Results:

- Evaluation data showing that WEEA materials stimulate discussion about disabilities and sex roles and create an opportunity for the teacher to clarify and expand young children's understanding concerning these issues.
- Discussions occurring both between teacher and students and between students only, which shows that WEEA materials are not totally dependent on teachers to stimulate discussion.
- An example reported by an elementary school guidance counselor who used the WEEA materials in his work with a disabled child.

> The child, who would not talk about his disability with the counselor, noticed the WEEA puppets during one of their sessions together. The child began to talk to the puppets as if they were real, told them how scared he felt and how he was afraid that other children would reject him because of his disability. After talking to the puppets for a while, the child began to cry. The counselor saw this as a major breakthrough for the child, who returned on another day, asked to see the puppets again, and remembered the names he gave them during the previous session.

- A parent's appreciation for these WEEA materials:

> My daughter is in a wheelchair. She is eighteen years old and it took a long time to get my younger children to understand why their sister used the chair. They needed this kind of puzzle [one of the WEEA products depicting a female athlete in a wheelchair] long ago in the classroom.

7. REENTRY WOMEN

> Women entering or returning to college after years away from formal education have psychological and academic needs which differ from those of girls just out of high school. These women and their families need support services from academe and the community.
>
> — *Mary Purcell, President,*
> *American Association of University Women*

Problem: ***Colleges Are Unprepared for Increasing Numbers of Older Women Students.*** The traditional college and university age (18–22) population is dwindling. Older 'reentry' women are returning to college, but colleges must meet their different needs. Unlike the post World War II male veterans who entered higher education institutions, the current reentry students do not have the societal and institutional supports which helped the reentry men cope with their new academic programs.

WEEA Project: ***REENTRY WOMAN SERIES***

Project on the Status and Education of Women
Association of American Colleges, Washington, D.C.
"A comprehensive series of papers to show college administrators the barriers facing returning women students."

The fifteen papers describe potential problem areas and offer detailed pragmatic suggestions for change and additional resources. The topics include: recruitment and retention, part time enrollment, student support services, financial aid, child care, minority women returning students, and an annotated bibliography.

Results:

- Distribution of the papers to some 15,000 administrators, faculty, educational, and professional organizations.
- Reports from hundreds of administrators, teachers, and students who reviewed the papers that virtually all found the papers useful in helping them to evaluate or change policies, start new programs, identify new resources, improve recruitment, and train and educate staff and others on the issues.
- The reaction of one student at a large public Colorado university:

  > This paper was very interesting to me because it made me more aware of how difficult it is for older women to go to graduate school. Many things mentioned in this paper [Reentry Women and Graduate School] I've never considered. I think this paper should be made available for all undergraduate women.

- A career counselor's comment:

  > Your paper was useful as a catalyst to developing specific programs for more effective recruitment, retention, and mental health. . . . I plan to bring up your 'What the Institution Can Do' suggestions when we discuss Fall plans in the Counseling and Advisory Center and I sent the paper on Child Care on Campus to the Director of our Child Creative Education Center.

- According to the Dean of Student Services at a two year college in Kansas:

> Interesting materials, with great ideas. Few programs in this part of the country. We need more information like this.

- The response of an employee at another two year institution in Maine:

> A task force examining nontraditional students extensively utilized these materials in preparing recommendations to serve specific population groups, particularly reentry women.

- The views of a college personnel officer:

> The paper provided some excellent ideas. I am sure that many of us dealing with education do not think along the lines mentioned. . . . I am certain that all institutions could gain from receiving this paper, since it brings out problems and needs that should be taken into consideration.

Illustration: Kagen Fogat
Wisconsin Department of Public Instruction

8. PUTTING THE PIECES TOGETHER

How well would the resources and strategies for educational equity which WEEA grantees had developed actually work in local schools and classrooms? To find answers to this key question, the WEEA program awarded four-year contracts to five institutions (universities, research centers) to carry out comprehensive demonstrations of educational equity in five diverse school districts. They were:

- Reidsville, N.C.—a rural area with small, declining school enrollment, almost half Black;
- Lincoln County, Oregon—a largely rural area with diversified schools, mostly white, stable enrollment;
- Quincy, Massachusetts—an old, small city with white, declining school population;
- Tucson, Arizona—a large, rapidly growing city with almost half Mexican-American school enrollment;
- Broward County, Florida—fast-growing, with the nation's 10th largest school system, one-fourth Black.

Each district assessed its own needs and developed its own action plans to meet locally defined equity goals. But all of them were designed to:

- showcase WEEA and other resources and strategies intended to promote educational equity;
- train and assist educators in the use of equity concepts and practices;
- collect information to use in judging how well the program achieves its aims.

Within each district, the project was active in elementary, middle/junior high, and senior high schools. "Core groups" of faculty and administrators were the leaders. Teachers were involved in extensive reviews of equity materials and selected those considered most useful. They generally preferred classroom-ready resources and those which could be adapted to fit existing curricula. Fewer resources were available for early childhood classrooms than for higher grade levels. The low cost of most items was appreciated. Collections of lesson plans and other equity activities were prepared by some of the sites and shared with others.

Training was the major component of the five projects. As their joint evaluation report stated:

> We strove to develop a cadre of educators committed to sex equity, capable of identifying discriminatory practices and knowledgeable about procedures aimed toward reducing sexism in the schools. . . . We hoped to reach many of those key influences, educate and train them to balance educational opportunities for all students, and contribute to young people's knowledge and understanding about realistic occupational choices[1]

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[1] Schubert, Jane G., *Five National Demonstrations of Educational Equity, Evaluation Summary*, 1983, p. 25

The training focused on teachers, librarians, counselors, and administrators, but occasionally included aides, clerical, and maintenance staff. Parents and other community groups were also involved. In the first year the emphasis was on faculty awareness of discriminatory attitudes and practices; in the second and third years training stressed skills in analyzing resources for bias, practices to combat bias, and creativity in providing equitable learning opportunities for all. Peer group sessions were common and core faculty shared their knowledge and resources widely with colleagues.

All five projects hosted visitors' days and ran intern programs for educators from other schools and districts. In the third year, a total of 517 interns participated in two to eight day programs. Their home districts shared the cost and made commitments to follow up on the equity training. While differing in specifics, all the intern programs included classroom observations, formal and informal exchanges between interns and their counterparts, and the development of action plans by individual interns. All interns were exposed to the WEEA and other resources and given information about sources and availability of such materials. Follow-up a few months after the internships revealed a variety of activities underway or planned by the interns.

The demonstration projects conducted extensive community outreach, making presentations at local meetings, presenting workshops and exhibits, sparking Women's History Week displays and programs. Newsletters and media exposure spread the word about educational equity. Work with parents was intended, as the Tucson report stated: ". . . to help parents help their children explore all of life's opportunities and to give them confidence to choose from traditional and nontraditional roles in adult activities."

What were the accomplishments of these complex demonstrations?

Student outcomes differed significantly by age level. The "before and after" attitude measures showed more movement toward equity by elementary students than secondary students, although the latter also showed less stereotyped attitudes and behavior after involvement in the project. Enrollment by females in nontraditional vocational courses and in math and science classes increased. Students showed awareness of sex bias and stereotyping in classroom practices. The greater change by younger students may be due to the fact that:

- elementary school children spend most of the day with one teacher, while secondary students are exposed many influences and teachers;
- secondary teachers tend to be more subject-matter oriented;
- older students are more influenced by their peers, who may be less supportive of sex equity than the teachers.

Faculty surveys revealed extensive changes in awareness of sex equity issues, in attitudes, and in classroom behavior. Nonproject teachers showed changes, although not as marked as those of project activists. The fact that nonproject teachers also changed reflects dispersal of project faculty, sharing and discussion of equity resources, and an increased "equity climate" resulting from the demonstration projects. Evidence of this includes reports that:

- teachers use and adapt equity resources in their classrooms (especially elementary faculty);

- teachers alter segregated practices such as grouping or assignments;
- faculty identify obstacles to equity in their districts and take steps toward reducing such barriers;
- teachers adopt nonsexist language and assist others to do the same.

Perhaps most important of all, teachers report both personal and professional changes in their lives. Such feelings will not disappear when the projects end.[2]

Classrooms and schools in the demonstration projects—and, to a lesser extent, in districts which had interns visit the projects—have gained valuable sex equity resources and improved environments. Many of their staffs and students have broadened perspectives and skills. The infusion of equity principles and attitudes in a school or district can and should continue without further expenditure of earmarked Federal funds. In the words of the demonstration projects' evaluation summary, "Our overall goal was to institutionalize educational equity in our host districts. We believe the principles of equity have been incorporated throughout the systems and that continuation of these efforts is not linked to district financial resources."[3]

The Tucson project expressed three fundamentals which undergirded all of the demonstrations:

- Equity is not a woman's issue; it applies to all students who are treated differently for any reason—race, handicap, ability, sex.
- Quality teaching cannot be separated from equity, so the educator must enhance opportunities for *all* students to learn.
- Educational equity should be an integral part of the educational process; it is not an add-on to the curriculum.[4]

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[2] *Ibid.*, p. 69

[3] *Ibid.*, p. 70

[4] Schubert, Jane G., *Five National Demonstrations of Educational Equity, Activities and Accomplishments*, October 1983, p. 36.

WEEA'S MANDATE

Through contracts and competitive grants, WEEA funds support activities designed to achieve educational equity for women and girls at all levels of education. Such activities may include:

- development, evaluation, and dissemination of educational materials, including curricula, training for educational personnel, guidance and counseling tests;
- programs to increase opportunities for adult women, such as continuing education and projects for under- and unemployed women;
- expansion of programs for women in vocational education, career education, physical education, and educational administration.

WEEA funds ($5.765 million in fiscal year 1984) may be awarded to:

- public agencies, such as state and local education agencies;
- nonprofit organizations, including colleges, women's and community groups;
- individuals.

The Act has several other significant provisions:

- In addition to grants for model projects which have broad applicability and can be replicated for use in many places, WEEA will support projects to assist local educational agencies and institutions to implement Title IX and achieve equity; this second competitive grant program (known as "tier two") is not to be initiated until appropriations exceed $15 million, which has not yet occurred.
- Men may not be prohibited from participating in WEEA-supported activities.
- In addition to the program of general grants described, small grants of up to $25,000 are awarded annually.
- The Act established a National Advisory Council on Women's Educational Programs of 17 citizens appointed by the President and confirmed by the Senate, plus two *ex officio* members; the Council is mandated to advise the Secretary of Education concerning educational equity for women and the operation of the WEEA program.

Photo: National Education Association, Joe Di Dio

HOW WEEA OPERATES

How are grantees selected for funding? The major steps are:

1. The Secretary of Education publishes a regulation setting forth priority areas of greatest need which are to be supported each year; the regulation also specifies extensive requirements which grant applicants must meet.
2. A "Notice of Closing," giving dates and other information, is published in the *Federal Register.*
3. Applicants submit proposals to the Education Department.
4. Proposals are reviewed and rated against the evaluation criteria published in the regulation by panels of three readers, formerly from outside but more recently largely Federal employees.
5. The WEEA program office prepares a recommended slate of grantees, weighing not only the numerical ratings, but also the need for geographic diversity, for funding diverse types of applicants and education levels, and for not duplicating similar projects previously funded by WEEA.
6. The grants office negotiates budget details with the grantee in order to spend Federal dollars as economically as possible.
7. Grants are usually awarded in August or September, to be spent in the following fiscal year.

What is the WEEA priority system? The program regulation lists the following areas of need, from which each year the Secretary selects the priorities to be funded and the per cent of available money expected to be awarded to each:

- *Priority 1.* **Title IX compliance** by educational institutions. These models would be especially useful if "tier two" were funded to help individual institutions comply with this crucial law.
- *Priority 2.* Educational equity for **racial and ethnic minority women and girls.** These models seek to remedy double discrimination, bias, and stereotyping.
- *Priority 3.* Educational equity for **disabled women and girls.** WEEA is the only Federal program which addresses the special educational needs of this group.
- *Priority 4.* Influence on **leaders in educational policy and administration.** Educational equity will only be realized if the leaders and policy makers (predominantly men) are committed to equity.
- *Priority 5.* **Elimination of persistent barriers** to educational equity for women.

Do grantees receive help or supervision? Yes, both.

- Each grantee is assigned a program officer in the WEEA program office, who provides information and technical assistance as required.
- When travel budgets permit, program officers and members of the National Advisory Council visit grantees. Program officers conduct monitoring and technical assistance through these visits.
- One or more conferences of project directors are held in Washington to provide information, problem sharing, and networking benefits.
- Final reports, fiscal accounting, and appropriate products are required of all grantees.

For what period of time are grants awarded?

- Formerly grants were awarded for one, two, and three year periods.
- In 1983 the Department stated a preference for one year proposals.
- One year may be too short a period to carry out, validate, and evaluate an equity project, but there is some risk in committing most of the funds to multiyear projects, thus limiting the money available for new proposals.

What happens to the grantees' products?

- Although some grantees have money to publish their materials, most are required to submit their final product (see WEEA in Action above and appendix B for examples of these materials) to the WEEA Publishing Center at the Education Development Corporation, Newton, Massachusetts.
- As a subcontractor of the Publishing Center, the Center for Research on Women at Wellesley College arranges for intensive peer reviews of the materials. This leads to recommendations as to whether the items are marketable "as is," need minor revisions, or contain major weaknesses.
- Various Education Department officials then make the decision concerning publication.
- The Publishing Center (through the Government Printing Office, as required) publishes print materials and prepares audiovisual materials for sale.
- The WEEA Publishing Center markets the products, using catalogues, brochures, attendance at conferences, and other dissemination methods.
- Items are sold at cost; the majority are under $10, which increases their appeal.

HISTORICAL HIGHLIGHTS

Several landmark events affecting sex discrimination in education preceded the passage of the Women's Educational Equity Act in 1974, notably:

1. The 1954 Supreme Court decision in *Brown* v. *Board of Education*, which outlawed racial segregation in public education.
2. *Title VII*, Civil Rights Act of 1964, which prohibits discrimination in employment on grounds of race, color, religion, national origin, or *sex*. (The Act was amended in 1972 to cover previously excluded employment in educational institutions.)
3. *Title VI* of that law, which prohibits discrimination in programs receiving Federal financial assistance, but *not* on grounds of sex.
4. *Executive Order 11246* (later modified and extended to cover sex) which prohibits discrimination in employment under Federal contracts, including those held by educational institutions.
5. *Title IX* of the Education Amendments of 1972, which was patterned after Title VI and prohibits sex discrimination in education programs and activities receiving Federal financial assistance.
6. A 1972 report by the *Commissioner of Education Task Force on the Impact of Education Programs on Women*, which documented pervasive sex discrimination and sex role stereotyping at all levels of education. It stressed the need for action to overcome the problem within the Office of Education and in the programs receiving Federal funds.

Thus, when the House of Representatives and the Senate held hearings on WEEA in 1973 and 1974, there was already much information available concerning the problems faced by girls and women in education. In fact, the Task Force Report stated that: "mounting evidence makes it clear that unequal treatment of the sexes is the rule in education, not the exception."

The numerous witnesses included members of Congress of both parties, educators, women's organizations, women athletes, and concerned citizens. The wide-ranging testimony covered many aspects of sex bias, including:

- discrimination in educational administration
- sex role stereotyping in curricula and textbooks
- discrimination in career counseling and testing
- inequities in athletics and physical education
- inequitable and stereotyped attitudes facing females in classrooms
- a widespread need for assistance and know-how in overcoming these problems

Representative Patsy Mink (D.-Hawaii) and Senator Walter Mondale (D.-Minnesota) were the chief sponsors of WEEA, which became part of the Elementary and Secondary Education Act of 1974.

When WEEA expired in 1978, Congress reauthorized it with several changes. The most important was the addition of "tier two," a program of assistance to local school districts and institutions in implementing Title IX. The authorization level was raised from $30 to $80 million. Rep. John Buchanan (R.-Alabama) and Senator Donald Riegle (D.-Michigan) were the chief sponsors.

Financial Frustrations. Appropriations for the WEEA program began at $6.25 million in FY 1976 and rose gradually to a "peak" of $10 million in FY 1980. In 1981 the new administration proposed no funds for FY 1982, a 25% rescission of FY 1981 funds, and asked that WEEA be included with many other education programs in a block grant to the states. Program supporters feared the loss of Federal leadership and the inefficiency of developing sex equity projects within each state (reinventing the wheel). With bipartisan backing, Congress chose to maintain WEEA as a separate Federal program, although the authorization was reduced to $6 million.

In the next two fiscal years, the administration proposed no money for WEEA, but each time Congress appropriated $5.76 million.

Administration. The program is administered by a small career staff in the Department of Education. In 1981 and 1982 the staff and program came under attack by the Heritage Foundation and the *Conservative Digest*. Allegations were made that the program was a "feminist network" and that the director was ". . . a monarch . . . imperiously guarding her fiefdom" who should be swiftly "dethroned." In 1982, the director was temporarily removed from her position at a critical time in the grant cycle. In September 1983, despite the objections raised in two joint Congressional committee hearings, the Department carried out a reorganization with drastic impact on the WEEA program:

- downgrading the office by four levels to the lowest bureaucratic level (called "Siberia" by a member of Congress);
- reducing the staff from eight to five;
- replacing specialists in sex equity with generalists lacking expertise in the sex equity field;
- firing the experienced, nationally recognized program director.

THE NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS

As part of the Women's Educational Equity Act, passed in 1974, Congress established the National Advisory Council on Women's Educational Programs (NACWEP) with a mandate to:

- advise the Secretary of Education about equal educational opportunities for women and girls;
- make recommendations concerning the administration of WEEA;
- evaluate WEEA programs;
- report to the President and Congress and disseminate information about the Council's activities.

The Council is composed of seventeen persons appointed by the President and confirmed by the Senate who are described as ". . . broadly representative of the general public who, by virtue of their knowledge or experience, are versed in the role and status of women in American society." Two Federal officials also serve on the Council. Members serve for three-year overlapping terms and elect their own chair. The Department of Education provides financial and administrative support for NACWEP, but also imposes a variety of constraints on the Council's operations, including personnel, travel, and publications.

From President Gerald Ford's initial appointees in 1975 through 1981, NACWEP members were largely persons of national stature and experience in education and equity issues. They included, for example:

- the chancellor of a state university system
- a state superintendent of schools
- the president of a Catholic women's college
- two directors of national projects on women's education

The Council always included three or four men and several minority members.

During those years the Council met frequently in various places. The meetings always included public hearings and participation by local citizens and educators In addition, the Council:

- visited many WEEA grantees' projects;
- participated in WEEA project directors conferences;
- testified, on request, at Congressional hearings on issues relating to sex equity in education;

- consulted with Education Department staff about program regulations affecting women;
- made many recommendations to the Secretary of Education about WEEA and other education laws and programs;
- maintained liaison with advocates of educational equity throughout the country, serving as a link between them and the educational public policy establishment in Washington;
- prepared an annual evaluation of the WEEA program operation.

In a 1977 review of numerous advisory groups, the Department of Health, Education, and Welfare accepted the recommendation of the Commissioner of Education which summarized the contributions of NACWEP:

> I propose that the National Advisory Council on Women's Educational Programs be continued unchanged. Without question, this is one of the most productive and far-reaching councils in [the Office of Education.] The Council has a nearly unlimited charge, to advise us on the specifics of the Women's Educational Equity Act and in general on all matters affecting the educational equity of women. Moreover, it is unique in speaking for over half of the population of our country. . . .
>
> . . . the Council has more than fulfilled its mandated functions, providing national leadership in an area of great concern. In every area the Council has entered—regulations, legislation, policy issues, surveys and so on—it has made its impact upon the policymakers in a profound manner. As the evaluation concludes, were this council not in existence, it ought to be.[1]

The Reagan Years. In mid-1982 a full slate of new members was appointed to NACWEP. They included several businesswomen, some teachers, and a number of political activists associated with such organizations as the Eagle Forum. There are no men and only two minority women on the Council. Their biographies reveal little or no background in educational equity or related issues.

During the turbulent events of 1982–83 affecting women's educational equity (lawsuits threatening Title IX, repeated attacks on WEEA and its staff, the development of math-science education legislation, and appropriations battles), the Advisory Council was not seen or heard from. See appendix C for a summary of the current NACWEP activities.

The law directs the Council to advise and report on educational opportunities for women and girls without reference to any administration's philosophy or legislative program. The Reagan-appointed Council, however, has made clear its partisan viewpoint. For example, the chair stated: "We always have to maintain the Reagan philosophy . . ." The Council's negative approach toward WEEA projects was illustrated by a member who reported enthusiastically on her visit to a WEEA grantee, and then said, "I'm sorry, but I couldn't find anything to criticize!"

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[1] Memorandum from Commissioner of Education, through the Assistant Secretary to the Secretary of HEW, April 7, 1977

NEW DIRECTIONS FOR WEEA

Clearly, the Women's Educational Equity Act has contributed significantly to progress toward the national goal of a quality education for women as well as men. But it is equally clear—and fully understandable, in view of the enormity of the problems of sex bias in education—that much more remains to be done. The Federal role of providing leadership in this long term effort remains as crucial today as when Congress held the 1973 hearings which led to the passage of WEEA. The experience and the tools derived from the eight years of the WEEA program will serve to shape a revised statute, designed to meet the current needs of the educational system, our society, and especially the girls and women who comprise a majority of our population.

On the basis of these eight years of experience, what do we recommend for a revised Women's Educational Equity Act?

- ***An additional purpose* should be included: "to provide educational equity for racial and ethnic minority women and disabled women and to overcome the additional discrimination which they encounter in education."**

The current WEEA regulation recognizes this problem of "double jeopardy" and two of the five priority areas for the grant program relate to these groups; however, regulations can be changed by executive action. A matter as important as this requires the force of law.

A number of WEEA grants have produced valuable products for and by minority and disabled women. In fact, one of the program's greatest strengths and contributions has been its focus on the multiple impact of race, sex, and disability bias. We must build on the experience of these grantees and make further progress toward meeting the needs of the women who suffer "double jeopardy" in our society.

- **The Act must be *detailed and prescriptive* to carry out the will of Congress.**

In recent years members of Congress—in both parties and both houses—have expressed deep interest in many aspects of the WEEA program. Through oversight hearings, special General Accounting Office and Congressional Research Service reports, correspondence and meetings with department officials, and extensive constituent contacts, Congress has become well informed about this small but sensitive program. Congress has repeatedly rejected administration proposals and objected to executive actions affecting WEEA. Therefore, it is both feasible and necessary for Congress to prescribe in detailed language the nature of the WEEA program. Among the issues which the statute should specify are the following:

- ***Development of tools and strategies* to achieve educational equity must continue to be supported.**

New and changing equity needs emerge. Just as the special needs of rural women and disabled women were not foreseen during the original WEEA hearings in 1973, so we can expect other problems to arise. For example, serious problems of equity in computer access and training are coming to our attention today. New research findings should be translated into classroom materials.

Furthermore, just as a commercial publisher continually produces new editions of existing books along with new publications, WEEA needs to update some of its products and replace others with up to date models.

- ***Dissemination of equity materials* must be emphasized in the statute.**

Congress will undoubtedly want to see increased "payoff" from the seed money invested by WEEA since 1976. Both the existing and new equity products must get into local communities and institutions—to the school boards, teachers, parents, counselors, community colleges, displaced homemaker centers, community based organizations, etc., who can use the Federally-funded models to meet their locally determined needs. The WEEA Publishing Center has made a good start on a distribution program; the new statute should provide for even greater emphasis on dissemination throughout the country.

- **Continuation of the *low-cost policy for equity products* is necessary.**

By selling WEEA products at cost, the Publishing Center has kept most prices under $10. This has greatly helped the marketing effort and should be continued as a means of facilitating dissemination to local schools and community groups.

- **The *authorization level* for WEEA must be restored to the previous level of $80 million.**

The expanded program of distribution and assistance to local education agencies will require that funding be increased if the benefits of WEEA are to be widely shared. That the several recent studies of American education rarely mention the special needs of over half of the student population shows how far we have to go to achieve equity.

- ***Eligible applicants* should include student and community groups, among them those with expertise in the needs of racial and ethnic minorities and of disabled persons.**

Even though these groups are now eligible, it is desirable to specify them because of the added purpose of WEEA. Eligibility should continue to be limited to public and nonprofit agencies and individuals.

- ***Administration:* The Act should require that the program be administered by an Office responsible directly to the Assistant Secretary for Educational Research and Improvement; that the Director of the Office be an expert in educational equity and in the career Senior Executive Service; and that an adequate staff, composed of persons with expertise in women's educational equity, be assigned to the Office.**

Congress has detailed knowledge of the downgrading of the WEEA program and its staff. There is precedent for this type of specificity in the Vocational Education Act.

- **The *National Advisory Council on Women's Educational Programs* section of the Act needs revision.**

  Membership should specify several categories, as does the Vocational Education Act for its Council, in order to assure expertise and diversity:

  a. Persons with experience in sex equity activities in elementary, secondary, postsecondary, vocational, and adult education;

  b. Persons representative of and sensitive to the educational needs of minority and disabled women;

  c. Students;

  d. Persons of both sexes;

  Demonstrated commitment to the purposes of the Act should be required of all appointees.

  Terms of members should continue to be for three years and overlapping to provide for continuity and stability in Council functioning.

  Mandate should specify the following duties:

  a. *Advise the President and Congress about educational needs and opportunities for girls and women.* The present requirement that the Council merely "report" to them is inadequate. Advice would include legislative recommendations when appropriate.

  b. *Oversee the evaluation of the WEEA program.* The present directive that the Council evaluate WEEA projects is not appropriate or feasible for an advisory council.

  c. *Advise the Secretary of Education about the administration of WEEA, including broad allocation of funds and the selection of program priorities.* This would not involve the Council in the awarding of grants and contracts, but would go beyond the present weak directive to "recommend criteria for the establishment of program priorities."

  d. *Advise all Federal agencies which have education programs concerning aspects of those programs which affect women's and girls' needs and opportunities.* Federal support of education is not limited to the Department of Education, so it is important for the Council to advise other agencies about sex equity in their education programs.

  e. *Disseminate information concerning the Council's work.* The continuation of this directive in the statute authorizes an important public education function by the Council.

The reauthorization of WEEA is an opportunity for Congress to improve the composition and directives of the Advisory Council on the basis of eight years of experience, so that future Councils can be of greater service to Congress, the public, and the cause of women's educational equity.

Appendix A

THE ACT

The Women's Educational Equity Act (P.L. 95-561)

SHORT TITLE: PURPOSE

Sec. 931 (a) This part may be cited as the "Women's Educational Equity Act of 1978."

(b)(1) The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.

(2) It is the purpose of this part to provide educational equity for women in the United States and to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Education Amendments of 1972.

(c) As used in this part, the term "Council" means the National Advisory Council on Women's Educational Programs.

GRANT AND CONTRACT AUTHORITY

Sec. 932 (a) The Commissioner is authorized to make grants to, and enter into contracts with, public agencies, private non-profit agencies, organizations, and institutions, including student and community groups, and individuals, for activities designed to achieve the purpose of this part at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. The activities may include –

(1) demonstration, developmental, and dissemination activities of national, statewide, or general significance, including –

(A) the development and evaluation of curricula, textbooks, and other educational materials related to educational equity;

(B) model preservice and inservice training programs for educational personnel with special emphasis on programs and activities designed to provide educational equity;

(C) research and development activities designed to advance educational equity;

(D) guidance and counseling activities, including the development of nondiscriminatory tests, designed to insure educational equity;

(E) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and

(F) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration; and

(2) assistance to eligible entities to pay a portion of the costs of the establishment and operation, for a period of not to exceed two years, of special programs and projects of local significance to provide equal opportunities for both sexes, including activities listed in paragraph (1), activities incident to achieving compliance with title IX of the Education Amendments of 1972, and other special activities designed to achieve the purposes of this part.

Not less than 75 per centum of funds used to support activities covered by paragraph (2) shall be used for awards to local educational agencies.

(b) For each fiscal year, the Commissioner shall use $15,000,000 from the funds available under this part to support activities described in paragraph (1) of subsection (a). Any funds in excess of $15,000,000 available under this part shall be used to support activities described in paragraph (2) of subsection (a).

APPLICATION; PARTICIPATION

Sec. 933. (a) A grant may be made, and a contract may be entered into, under this part only upon application to the Commissioner, at such time, in such form, and containing or accompanied by such information as the Commissioner may prescribe. Each such application shall –

(1) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;

(2) describe a program for carrying out one or more of the purposes set forth in section 932(a) which holds promise of making a substantial contribution toward attaining such purposes; and

(3) set forth policies and procedures which insure adequate evaluation of the activities intended to be carried out under the application;

(b) Nothing in this part shall be construed as prohibiting men and boys from participating in any programs or activities assisted under this part.

SMALL GRANTS

Sec. 934. In addition to the authority of the Commissioner under section 932, the Commissioner shall carry out a program of small grants (as part of the grant program administered under section 932 (a)(1)), not to exceed $25,000, each, in order to support innovative approaches to achieving the purposes of this part; and for that purpose the Commissioner is authorized to make grants to public and private nonprofit agencies and to individuals.

CRITERIA AND PRIORITIES

Sec. 935. The Commissioner shall establish criteria and priorities for awards under this part to insure that available funds are used for programs that most effectively will achieve the purposes of this part. Those criteria and priorities shall be promulgated in accordance with section 431 of the General Education Provision Act.

NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUATIONAL PROGRAMS

Sec. 936 (a) There is established in the Office of Education a National Advisory Council on Women's Educational Programs. The Council shall be composed of –

(1) seventeen individuals, some of whom shall be students, and who shall be appointed by the President, by and with the advice and consent of the Senate, from among individuals, broadly representative of the general public who, by virtue of their knowledge or experience, are versed in the role and status of women in American society;

(2) the staff Director of the Civil Rights Commission;

(3) the Director of the Women's Bureau of the Department of Labor; and

(4) the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The Council shall elect its own Chairperson from among the members described in paragraph (1).

(b) The term of office of such member of the Council appointed under paragraph (1) of subsection (a) shall be three years, except that –

(1) the members first appointed under such clause shall serve as designated by the President, six for a term of one year, five for a term of two years, and six for a term of three years, and

(2) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his or her predecessor was appointed shall be appointed for the remainder of such term.

(c) The Council shall –

(1) advise the Secretary, Assistant Secretary, and the Commissioner on matters relating to equal educational opportunities for women and policy matters relating to the administration of this part;

(2) make recommendations to the Commissioner with respect to the allocation of any funds pursuant to this part, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation;

(3) recommend criteria for the establishment of program priorities;

(4) make such reports as the Council determines appropriate to the President and the Congress on the activities of the Council; and

(5) disseminate information concerning the activities of the Council under this part.

(d) The provisions of part D of the General Education Provisions Act shall apply with respect to the Council established under this subsection.

REPORT

Sec. 937. The Commissioner is directed, not later than September 30, 1980, 1982, and 1984, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this part, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this part. After receiving the report from the Commissioner, the Council shall evaluate the program and projects assisted under this part and include such evaluation in its annual report.

AUTHORIZATION OF APPROPRIATIONS

Sec. 938. For the purpose of carrying out this part there are authorized to be appropriated $80,000,000 for fiscal year 1980, and each of the three succeeding fiscal years.

OMNIBUS BUDGET RECONCILIATION ACT OF 1981 (PL 97-35)

Sec. 513(i)(3) The total amount of appropriations to carry out... such Act shall not exceed $6,000,000 for each of the fiscal years 1982, 1983, and 1984.

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To obtain further information or obtain WEEA products, contact the WEEA Publishing Center, Educational Development Center, Inc., 55 Chapel St., Newton, MA 02160 or 800-225-3088.

Appendix B

ADDITIONAL SUMMARIES OF WEEA PROJECTS

NATIONAL TITLE IX GRASSROOTS ACTION – *operating in California, Connecticut, Illinois, Maryland, Ohio, Pennsylvania, and Wisconsin*
Project on Equal Education Rights (PEER), Washington, DC

The project was organized in two large urban centers, in four small to medium-sized cities, and in one rural county. The objective of the project was to encourage or expand educational opportunities for both girls and boys, through the efforts of community groups, composed mainly of parents with children in the local public schools.

PEER first developed a manual outlining the steps for creating a viable community group. It offered advice on strategy, publicity, outreach and research. The community groups field tested the manual and received additional technical assistance from the PEER staff.

Each community group defined its own objective and strategy, but the primary goal of all groups was to increase parental involvement in local education.

The project demonstrated that parents all over the country can effect change in their local school systems. The products developed by PEER provided the instruction and resources parents need to secure equal educational opportunities for their children.

WOMEN'S STUDIES IN POSTSECONDARY INSTITUTIONS
Georgia State University
Montana State University

Two WEEA projects developed strategies to bring women's studies—the rapidly growing new scholarship on women in many academic disciplines—into the mainstream university curriculum.

Georgia State University (GSU) was funded to design and host a highly successful conference titled "A Fabric of Our Own Making: Southern Scholars on Women." The objective was to create a network of people interested in integrating research on women in six broad categories into the curriculum at their institutions. The papers are being published to widen the "ripple effect" of the conference, which received two awards for excellence. Participants reported that they gained valuable new knowledge along with increased awareness of the needs for women's studies and balanced curricula. For example, one faculty member said: "I was forced to consider and to reconsider how I was teaching my courses. I was stimulated to speak out forcefully within the department to encourage others to begin to integrate women into their courses." Another stated: "I returned to my home institution more determined than ever to work toward gender-balancing in my own courses first and then in the curriculum as a whole."

Montana State University (MSU), after losing a class action sex discrimination suit, obtained a two-year WEEA grant for its project, "Seeking

Women's Equity Through Curriculum Reform." Forty faculty members from seven colleges received stipends for their participation in training and development of research and materials for curriculum reform. The field testing of new and revised courses met some negative as well as positive responses from 2,000 students. Faculty approaches were analyzed to improve the acceptability of the sex equity emphasis. Male and female sex roles were both explored.

Most of the participating faculty reported behavioral changes such as greater attention to nontraditional students, inclusion of nontraditional role models, and modification of language.

A ripple effect of the WEEA project was the receipt of funds from the Fund for the Improvement of Postsecondary Education to disseminate the MSU model to ten regional colleges and universities which undertook their own projects to integrate content on women into their curricula.

MINORITY GIRLS AND WOMEN
St. Paul Public Schools
St. Paul, MN

Two WEEA grants were received to develop multimedia curriculum materials for elementary and secondary levels and the strategies to enable teachers to integrate information on minority women into their regular classroom curriculum.

The project director worked with local school district teachers and educators and education majors at a local university to develop five slide tape/sound film strips on America's women of color—American Indians, Asian-Americans, Hispanics, and Blacks—along with a teacher inservice workshop guide, a resource guide, curriculum packets, and an annotated bibliography.

Materials were tested and evaluated by workshop participants and by testing cognitive and attitude changes in the students. Teachers rated the inservice workshop highly in terms of usefulness and interest. A one-year follow-up evaluation on the teachers who participated indicated they had experienced a change in their perspective on the history and social conditions of minority women.

CHINESE AMERICAN WOMEN
Chinese Cultural Foundation
San Francisco, CA

Nearly 150 years of Chinese-American women's history was chronicled. A major exhibition was held in San Francisco, August through October 1983. The exhibition and catalogue of photographs and illustrations detailed the lives, struggles, and achievements of Chinese American women since 1834 with special emphasis on the pioneers throughout the years who, amidst hardships and discrimination, made important contributions to their communities and society at large.

The previously undocumented and unknown history of Chinese American women is now available for the public at large and for incorporation into classroom curricula. Chinese-American girls, and all minority girls, now have role models.

MATH, SCIENCE AND ENGINEERING

Two projects were funded to help 8th grade girls understand the importance of studying math and science in order to have wide career options in the future. This is a crucial time to help girls avoid "math anxiety."

The University of Oklahoma developed MATHCO to increase students' understanding of the relevance of math to their lives. It consists of a teacher inservice guide, pre and post tests, five curriculum units, six career wall charts depicting math related careers, and five audio cassette presentations. These are among the best sellers at the WEEA Publishing Center. Pre and post test scores show significant improvement, especially for girls. Schools in ten states participated in the testing and validation of the MATHCO products.

The American Association for the Advancement of Science was funded to prepare three career information booklets in English and Spanish. Titled "Scientific and Technical Careers: Information and Inspiration for Minority Girls," the booklets include photographs of and interviews with minority women scientists, as well as material on prerequisite high school courses, college and graduate education, employment opportunities and a reference list.

Purdue University developed a program titled "Putting It All Together" to help women engineering students overcome their limited preparation, in comparison with men's background. The program includes hands-on experience in a special laboratory, counseling, and role model lectures to broaden career planning. The program was successful in closing the gap in information and in improving the retention rate for the women who participated.

Major elements of the program have been institutionalized at Purdue. Some parts have been updated and expanded. It has been widely disseminated, not only through the WEEA Publishing Center, but through lectures by the Purdue staff, articles, and a slide tape show.

WOMEN'S INFORMATION SERVICE FOR EDUCATION NEEDS

Middle Tennessee State University
Murfreesboro, TN

Two six-week workshops for adults to improve their basic skills in reading, writing, math, how to study and assertiveness were designed to help the community. Participants were 75.5% female, 24.5% male, 26.4% Black, 5% foreign and 2% handicapped.

The success of the program is apparent from both statistics and reactions of enthusiastic participants. Eighty-five per cent of those who took the high school equivalency test passed it on the first try. Fifty-two per cent of those who finished the workshop entered college. There were dramatic gains in reading and vocabulary. Students commented on their increased self confidence, improved study habits, and skills in math and writing. The project director developed such good rapport with local industries that personnel directors of several companies continued to call her about job openings.

Appendix C

WHAT IS THE 1982–1983 RECORD OF THE NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS?

The Council is directed to advise the Secretary of Education and Congress about equal educational opportunities for women and girls. (See page 21 for more details on the Council's mandate.)

What have been the activities and accomplishments of the Advisory Council since appointment of new members in mid-1982 and their selection of new staff?

1. **The Advisory Council has failed to monitor the Federal Government's policies and actions** in the crucially important area of Title IX of the Education Amendments of 1972, Executive Orders 11246 and 11250, Title VII of the Civil Rights Act, and the Equal Pay Act.

- ***The Advisory Council took no action*** concerning the *Grove City* lawsuit which is crucial to Title IX, despite equity advocates' strong pressure on the administration to maintain a broad interpretation in its Supreme Court brief.
- ***The Advisory Council took no action*** in relation to the Justice Department's inaction in the *Richmond* case which severely limits the scope of Title IX coverage.
- ***The Advisory Council took no action*** concerning the Vice President's Task Force on Regulatory Reform, which targeted the Title IX regulation on intercollegiate athletics and the sexual harassment guidelines of the Equal Employment Opportunity Commission.
- ***The Advisory Council took no action*** on proposed Department of Education moves to exempt student loans from Title IX coverage.
- ***The Advisory Council has not examined*** current enforcement procedures for Title IX, procedures which have been criticized by supporters of women's educational equity and which are also the subject of court proceedings.
- ***In previous years***, the Advisory Council ***actively monitored*** all Federal activities and policies which would affect educational equity, met with appropriate officials and advocates, and made many formal recommendations concerning these issues. (See Annual Reports, 1975–1982).

2. **The Advisory Council has failed to support WEEA** against several moves to weaken it, although WEEA is central to the Council's mission.

- The Council ***was not consulted and did not become involved*** in the ***reorganisation and reduction in force*** which led to the reduction of the staff from eight to five, the replacement of expert staff by generalists lacking experience in women's equity, and the firing of the career director.

- The Council *did not testify* at either of the two Congressional joint subcommittee hearings on the reorganization and RIF.
- The Council *did not oppose* the administration's request for *zero funding* of WEEA or the *rescission* of existing appropriations.

3. The Advisory Council has failed to advise on other legislation of importance to educational equity for women and girls.

- *The Advisory Council has not examined* or taken a stand on impending *vocational education* legislation which would seriously affect opportunities for women and girls.
- The Administration has proposed eliminating provisions of the vocational education law which would require state action to meet the special needs of women, but the Advisory Council *has never had this item on its agenda.*
- *Previously*, the Advisory Council *monitored* vocational education, *held hearings*, *published* extensive reports, and made numerous recommendations on the subject to the Secretary.

- *Previously*, the Advisory Council *monitored* vocational education, *held hearings*, *published* extensive reports, and made numerous recommendations on the subject to the Secretary.

- Despite its alleged interest in improving opportunities for girls and women in *mathematics and science*, the Advisory Council *failed to communicate* to the Administration any recommendations concerning special attention to females in currently pending legislation.

4. The Advisory Council views itself primarily as a supporter of the President and is reluctant to take any stand that would oppose the Administration.

- The Advisory Council claims that the administration's proposed budget for upgrading math and science instruction was in response to the Advisory Council's recommendation, even though the *proposal had no focus on women and girls.*
- The Advisory Council's annual report quoted the President's words on equity for women as being responsive to the Council although *his speech failed to mention education.*
- *Previous* Advisory Councils had often *opposed* the policies and actions of the administrations which had appointed them, when these policies and actions were viewed as harmful to educational equity for women and girls.

5. The Advisory Council has held no hearings whatsoever to receive input from the public concerning educational equity issues. Previous Councils held numerous hearings around the country and in Washington to obtain information about vocational education, rural women, displaced homemakers, intercollegiate athletics, ethnic and minority women, counseling, etc.

6. The Advisory Council's staff has limited or no expertise on women's educational equity or with legislation, resulting in inappropriate Council action.

- Staff made a recommendation which was approved by the Council and transmitted to the President and Secretary which was ***in violation of several statutes.*** They recommended that WEEA funds be used for scholarships for girls to study math in ignorance of the fact that WEEA prohibits exclusion of men and boys.
- The Council voted to eliminate ***all indirect costs*** for WEEA grants. They and the staff did not understand that the regulation on such costs covers all Education Department programs, and in any event, is not within the scope of the Council's mandate, educational equity.
- The Executive Director had testified in Congress, prior to her appointment to the staff, ***against an appropriation for WEEA.***
- ***No training*** was given to members before they visited WEEA grant and contract sites for evaluation purposes. In contrast, the former Advisory Council provided specialized training prior to all site visits.

7. Publications:

- The ***sole publication*** of the Advisory Council in 18 months, apart from a combined mandatory annual and WEEA evaluation report, is a ***short list*** of Federal offices that deal with women's opportunities. Although useful, this publication does not contribute to educational equity, the Council's mandate.
- ***Previously***, the Advisory Council averaged ***three special reports*** a year, based on extensive research and hearings. They were widely disseminated and contributed to significant areas of educational equity for women and girls. In addition, the Council published separate annual and WEEA evaluation reports.

8. Testimony:

- Because of its inaction and lack of expertise the National Advisory Council on Women's Educational Programs ***is no longer sought out for testimony by Congressional committees.***

Appendix D

CHARACTERISTICS OF WEEA PRODUCTS

Category	Fiscal Year								Totals
	76	77	78	79	80	81	82	83	
USERS									
Students	7	10	5	9	25	11	5	25	97
Teachers	27	35	26	30	38	10	2	24	192
Counselors	15	23	14	19	23	5	1	16	116
Administrators	14	16	14	12	12	8	1	16	93
Parent, Community Groups	13	20	17	9	15	10	5	12	101
LEVEL OF EDUCATION									
Preschool	2	2	3	3	5	3	1	4	23
Elementary	13	18	11	11	19	4	2	19	94
Secondary	20	24	17	17	28	11	5	27	149
Postsecondary	19	16	16	22	21	6	3	11	114
Adult Education	12	10	10	9	9	8	4	14	76
SPECIAL POPULATIONS									
Minority Women	2	11	6	8	21	17	5	25	95
Rural Women		7	2	3	1	1	2	7	23
Reentry Women	2	4	4	4	1		2	2	19
Disabled Women					4	3	4	14	25
FOCUS/SUBJECT									
Awareness	33	35	24	39	49	30	12	13	235
Curriculum Development	14	21	11	10	19	4		17	96
Title IX, Other Laws	4	6		3	14	13	2	14	56
Educational Administration	3	3	5	2	4			5	22
Physical Education, Athletics	4	3	1	2	5	2		3	20
Career Development	22	21	16	17	14	5	1	20	116
Science, Mathematics	4	6	1	2	6	4	2	14	39
Law, Health	4	1		2	2	2		2	13
Social Science	5	7	2	4	8	3	1	3	33
Computer Equity								6	6
PRODUCT OR PROGRAM									
Manuals	32	36	29	34	37	13	3	8	192
Books, Research Reports	9	10	10	9	13	6		8	65
Viewers, Guides	2	2	2	1	1			11	19
Brochures, Pamphlets	1				2	5	3	3	14
Resource Materials	12	19	5	8	10	3		18	75
Slides, Transparencies	3	3	2	6	6	1		4	25
Filmstrips	3	5	1	2	2				13
Videotapes	6	5	5	3	6	4	1	6	36
Audiotapes	6	2	2	5	1			3	19
Films	3	3			4	1		3	14
Learning Aids	6	6	6	4	5	1	2	9	39
Conferences, Seminars				3	4	9	2	12	30
Workshops	8	9	12	7	13	7		19	75
Resource Centers			1	1	5	1	4	2	14
Bilingual	2	2	2	1	6	4	1	2	20
Computer Software								1	1

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THE NATIONAL COALITION FOR WOMEN AND GIRLS IN EDUCATION

American Alliance for Health, Physical Education and Recreation
American Association of Community & Junior Colleges
American Association of School Administrators
American Association of University Professors
American Association of University Women
American Civil Liberties Union
American Council on Education
American Educational Research Association
American Federation of State, County & Municipal Employees
American Home Economics Association
American Personnel and Guidance Association
American Psychological Association
American Sociological Association
Association for Intercollegiate Athletics for Women
Association for Women in Science
Council of Chief State School Officers
The Displaced Homemakers Network, Inc.
The Federal Education Project, Lawyers Committee for Civil Rights
Federation of Organizations for Professional Women
Girl Scouts of the U.S.A.
Girls Clubs of America, Inc.
League of Women Voters of the U.S.
Lulac National Education Service Centers
National Association for Girls and Women in Sports
National Association for Women Deans, Administrators and Counselors
National Association of Commissions for Women
National Association of State Universities and Land-Grant Colleges
National Association of Student Personnel Administrators, Inc.
National Coalition of Independent College and University Students
National Commission on Working Women
National Council of Jewish Women
National Council of Negro Women
National Education Association
National Federation of Business and Professional Women's Clubs, Inc.
National Organization for Women
National Women's Law Center
National Women's Political Caucus
National Women's Studies Association
Project on Equal Education Rights of the NOW LDEF
Project on the Status and Education of Women, Association of American Colleges
Southern Coalition for Educational Equity
United Church Board for Homeland Ministries
United States Student Association/National Student Educational Fund
Women's College Coalition
Women's Equity Action League
Women's Legal Defense Fund
Wider Opportunities for Women, Inc.

STATEMENT OF BARBARA STEIN, CHAIR, NATIONAL COALITION FOR WOMEN AND GIRLS IN EDUCATION, ACCOMPANIED BY JOY SIMONSON, COUNCIL COORDINATOR, CITIZENS' COUNCIL ON WOMEN'S EDUCATION

Ms. STEIN. Good morning, Mr. Chairman, and thank you for this opportunity. I am Barbara Stein of the National Education Association. I am here today presenting the testimony of the National Coalition for Women and Girls in Education, which I chair. The coalition is a broad-based constituency that includes women's, civil rights and education groups. The groups work together toward the common goal of protecting and strengthening the opportunities of women and girls in education.

The reauthorization of the Women's Education Equity Act, as you would expect, is a top priority for this coalition. We regard this program, though minuscule in dollar amount, as critical to fostering educational equality for the women and girls in this Nation.

Therefore, we are pleased to have this opportunity to give you our recommendations on the reauthorization of the WEEA Program. Our aim is to maintain those provisions which have worked to strengthen those that are weak and to recommend some minor changes in order to most thoroughly utilize the law's potential to assist in the implementation of sex equity in education.

The Women's Educational Equity Act was enacted 10 years ago because Congress found that education in this country was, "frequently inequitable," for women and girls and that this factor limited their full participation in American society. The act established a program of grants to fund projects, promote quality education for women and girls at all school levels.

With the WEEA Program due to expire on September 30, 1984, the National Coalition for Women and Girls in Education conducted a special study to examine WEEA and to report to Congress and the public on what has been accomplished with this program. The report is attached to this testimony to be included in the record.

The report entitled, "Catching Up: A Review of the Women's Educational Equity Act Program," prepared by the Citizens' Council on Women's Education finds that WEEA has made significant contributions toward attainment of the national goal of equal educational opportunity. Further the report concludes that, "The federal role of providing leadership in this long-term effort remains as crucial today as when Congress held the 1973 hearings which led to passage of the act."

I want to read some examples of the progress and the accomplishments of the program that this survey found. For instance, WEEA has been a leader in funding programs that encourage women and girls to take math, science and technology courses. One project in Bronx, NY was a four-session counseling program designed to help minority women reentering the work force overcome their fear of mathematics by helping them to learn the basics. WEEA has funded several projects that encourage women and girls to enter nontraditional vocational education programs that will lead to higher paying jobs in the future.

WEEA has supported programs to assist low-income women enter the work force. The Transitional Black Women's project is aimed at making poorly educated, unskilled single mothers employable by providing training and skills development. WEEA is the only Federal program that specifically reserves funds for programs that address the needs of disabled women and girls. For instance, one project in Berkeley, CA, collected data on the special needs of disabled women and girls and produced a role model book called "No More Stares," and held a national conference to focus national attention on the educational needs of disabled women and girls.

WEEA projects have focused on ways to increase women's access to positions in educational administration, an area—I just did some research where there is still a very, very minute percentage of women despite their large percentage in the teaching force. A commission established by the Los Angeles School Board used WEEA funding to help women educators enter administrative positions and to encourage superintendents and university presidents to promote these women.

WEEA has had as a special priority addressing the special needs of those women facing double bias and double jeopardy—women who are either minority or disabled. We have attacked that multiple problem. WEEA has been a great help in promoting voluntary compliance with title IX in schools and colleges throughout the country.

The WEEA program is a rather small program when you look at the figures concerning the Federal budget. But as you can see, it has really been used terribly effectively and, I think, cost effectively in helping women, in helping them in an economic sphere, in making them capable of earning livings and of being productive members of society. That's why we feel it's so important that it be reauthorized.

I think, as this committee has heard before, there have been repeated attempts in the last 3 or 4 years by this administration to destroy WEEA. The attempts have been either to block grant the program and thereby basically block granting it into oblivion. With bipartisan backing, Congress elected to maintain the program as a separate Federal program.

The administration has continued since 1982 when they could not block grant it to request zero funding, which would, of course, have the same effect of dissolving the program. Congress should be commended for its wisdom in not following the administration's recommendations.

When the administration was unsuccessful in clearly dissolving the program, it attempted to undermine and subvert the program via various administrative irregularities and manipulations. I won't go through them now. I think you have heard some of them before and they are in the record.

In light of these attacks over the last 4 years on the WEEA program, the coalition——

Mr. HAYES. I should have made it clear in the beginning. Anything that you don't present as oral testimony that we already have copies of will be made a part of the record.

Ms. STEIN. Thank you.

The benefit of 10 years of experience has shown the value of the program and has given those of us concerned about educational equity time to evaluate how it has been working and we, therefore, make the following recommendations.

First, an additional finding in the act should state that, "Congress finds and declares that excellence in education cannot be achieved without equity for women and girls." We were very concerned last year when there was a plethora of studies coming out on educational excellence which never mentioned the over 50 percent of the student population, the women and girls, and how this figured into equity for all students and we think this should be recognized in the Women's Educational Equity Act.

An additional purpose should be included in the act stating, "It is also the purpose of this part to provide educational equity for women and girls who suffer multiple discrimination, bias and/or stereotyping based on sex plus race, ethnic origin, age and/or disability." This has been a regulatory priority over the last few years. We think that it should be institutionalized and established by mandate of the law.

We suggest that the small grant programs be raised to $40,000. The purpose of these grants should be clarified to include projects to develop comprehensive plans for implementation of equity programs in State and local education institutions and institutions of higher education, innovative approaches to school/community partnerships, dissemination and replication strategies and developmental models. We suggest that dissemination of equity products must be emphasized in the statutes. We are discovering that a lot of good materials are being produced and now it is essential that they reach the people who need them and who will be affected by them—the teachers and students of the country.

We also recommend that the Secretary of Education establish a mechanism to evaluate, produce, and disseminate these WEEA products.

Congress will undoubtedly want to see the fruits of the seed money invested by WEEA and we think this dissemination can show the effect of the products. We suggest the continuation of the low-cost policy for equity products.By selling WEEA products, the WEEA Publishing Center has kept most prices under $10. This has helped the marketing effort and helped schools have the ability to purchase the products.

The act should require that the program be administered by an Office of Women's Educational Equity who is responsible to the Assistant Secretary for Educational Research and Improvement, that the director of the office be an expert in educational equity, that he or she be a career senior executive service employee selected through a nationwide competition and that an adequate staff composed of persons with expertise in women's educational equity be assigned to that office.

We make this recommendation because we believe that how the program is administered is the only way we can assure that that Federal money is used effectively and we want to see that money used as effectively as possible.

We suggest that the authorization level for WEEA be restored to what it previously had been, $80 million. The expanded program of distribution and assistance to local education agencies will require that funding be increased if the benefits of WEEA are to be widely shared.

Then we have also made a number of recommendations concerning the National Advisory Council on Women's Educational Programs. There have been also some problems in the administration of that council and we are concerned that the council be made up of people who are both knowledgeable and committed to educational equity.

We have also made recommendations concerning the mandates of that council so that that council, having had some years to examine it, certain suggestions to assure that that council can more effectively meet its role. One of those suggestions is that that council advise the President and Congress, not merely report to them. The present requirement that the council merely report is inadequate. Advice would include legislative recommendations when deemed appropriate.

The reauthorization of WEEA is an opportunity for Congress to improve the composition and directives of the council on the basis of 8 years of experience so that future councils can be of greater service to Congress, the public and the cause of educational equity.

In conclusion, we urge the committee to carefully consider our recommendations for improving the Women's Educational Equity Act. This program has a small impact on the budget, but it has an immense impact on the lives of its beneficiaries. We are truly a nation at risk if we restrict the educational opportunities of over one-half of our Nation.

Thank you.

Mr. HAYES. Our procedure will be to hear testimony from all four witnesses of this panel and upon the conclusion of their testimony, you will be asked to remain for questions.

For the moment now, we have had a call for a vote and we have to run over and vote. We'll recess here for about 10 minutes.

[Brief recess.]

Mr. HAYES. We will resume our hearing with the next witness. Robert Funk, go right ahead.

STATEMENT OF ROBERT FUNK, EXECUTIVE DIRECTOR, DISABILITY RIGHTS EDUCATION AND DEFENSE FUND

Mr. FUNK. Mr. Chairman and members of the subcommittee, my name is Robert Funk. I am Executive Director of the Disability Rights Education and Defense Fund and we commonly call it DREDF. I am pleased to appear today to present testimony on the reauthorization of the Women's Educational Equity Act. I have submitted the testimony I am presenting today and I have other materials that I would like included in the record of the hearing.

The Disability Rights Education and Defense Fund is a nonprofit corporation with offices in Berkeley, CA, and Washington, DC. DREDF was established in 1979 by disabled adults and parents of disabled children. Our goal is to promote the integration of disabled people into the economic, educational, and social mainstream. We undertake broad-based legislation, research, and advocacy projects that further the civil rights of all disabled people. In other words, we focus upon the specific goal of fostering institional change that promotes the integration of disabled adults and children into society and integration to the fullest extent appropriate to the individual skills, abilities and potential and regardless of their race, sex, age and nature and severity of their disability.

I am here today in support of the reauthorization and extension of the Women's Educational Equity Act. I am not here as a Republican or a Democrat or a Conservative or a Liberal nor do I represent women's groups. I am here as director of an organization working on the expansion of equal opportunity for disabled people. Like racial minorities and women, disabled people are subject to widespread discrimation in employment, health, social services, and education. However, many disabled people are subject to double and even triple disadvantage because they are women and/or racial minorities.

Early in our work we recognized the impact of discrimination in education on disabled women and We recognized that the problems must be addressed as dual issues of disability and sex bias, if we were to see the institutional change that is necessary for full integration of disabled women. We recognized the major role that education plays in promoting integration and equal opportunity and thus, we were determined to secure support for the long-term research in education that is paramount to promoting this institutional change.

We approached several funding sources, but we were unsuccessful until the fall of 1980 when the Women's Educational Equity Act program awarded DREDF a 3-year grant. This was the single source of funds available for this project. Because the issue had not been researched, it was necessary to survey the educational equity needs of the disabled women and girls, the impact of past educational policies and to develop new educational materials and undertake related activities that would enable educational institutions and policymakers to understand and identify and meet these needs.

In the first year of the project, we developed and distributed over 100,000 survey forms throughout the country. This form was specifically designed to survey both males and females for comparative data. It included versions for the deaf community, where, in many cases, American sign language is the first language and English is the second language. It was provided in Spanish and Cantonese.

Because no organization had identified the population, we had to undertake a massive outreach campaign and train local-based disabled people to conduct interviews. Each step was necessary for us to clearly understand the problems and substantiate their existence for further work. In the second year, we continued followup on the surveys, collected further information from educational professionals, held the first national conference for professionals on equity issues affecting disabled women and girls and published a role model and awareness book, "No More Stares."

I have a copy of it that I gave to one of the staff, not for the official record, but so you could read it.

Mr. HAYES. It will be entered in the record.

Mr. FUNK. Well, you don't have to. It will still be interesting to look at.

In the third year, we completed the report on the survey data we collected, disseminated handbooks, published papers and disseminated "No More Stares" by mail and by staff attendance at education conferences.

This was a unique, complex, and necessary project. It was unique because work of national significance had never been attempted to address issues of disability and sex equity. There was no data, few resources and little understanding of the problems and potential solutions.

It was complex because disabled people are largely poor, many are racial minorities and they are hidden. We had to design materials appropriate to persons with various disabilities and ensure that our outreach efforts found this hidden population so we could identify these needs.

It was necessary because as disabled people, we know that integration is the only goal that will ensure that disabled people will become positive and contributing members of our society and education is the key to this social process.

The project was and is important. The materials are being used nationally and the findings from the survey substantiate for the first time that the earlier and more fully disabled individuals are integrated into conventional classrooms with nondisabled peers, the higher the level of education these individuals will attain. This is true regardless of the severity of the individual's disability. I have enclosed an executive summary of this report for the record.

In 1983, DREDF was awarded a second grant from WEEA. This 2-year project is focusing upon high schools within a specific county school system. We are surveying sex/disability issues within the high schools and developing curricula and handbooks for educators. The project will also develop model materials for use nationally. This project grew out of the issues we identified in the first WEEA grant. It focuses upon high school because this is the last opportunity to alter the impact of sex/disability bias on disabled women students. It utilizes the experience we have gained and is being undertaken with the cooperation of the county school officials.

I am a strong supporter of the Women's Educational Equity Act. I believe that the Federal Government has a positive role in implementing Federal policy to end discrimination by supporting innovative and creative research in education programs. You can make the policy through enacting laws, but to adequately implement them, you must provide education and support to ensure the intended impact.

As I noted at the beginning of my testimony, I am here representing my organization and disabled people. My organization does not take stands—partisan stands—on political issues. First, it is clearly illegal for my corporation. Second, disability rights, integration and equal opportunity are social goals and not conservative or liberal goals. My organization receives support from and works with members of all major parties, because our goal is to ensure the implementation of a congressional policy of integration and equal opportunity.

The Women's Educational Equity Act supports this goal of integration and equal opportunity and it should be reauthorized, extended, and structured so it can continue to carry out this end for all individuals who are limited by institutional bias and prejudice.

To further this end, I have specific comments and recommendations for the subcommittee. First I would like to join in support of the National Coalition for Women and Girls in Education and recommend that Congress restore the authorization of appropriations to $80 million, the 1978 level. Budgetary constraints may well limit the actual appropriations, however, I would question whether or not $80 million is really an extravagant amount when we know that education—a meaningful and equal education—pays back to our society by increasing opportunities in the Nation's work force and it promotes our Nation's growth.

Second, I support the creation of an Office of Women's Educational Equity, headed by a career senior executive service employer who is an expert in educational equity. This recommendation is based upon my experience of being a grantee of WEEA over the past 4 years, under both the Carter and the Reagan administrations. I believe the creation of an office with appropriate staff and resources will reduce the tensions and lack of leadership I saw during the change of administrations.

This had impact on our ability to carry out our activities because we weren't sure of the direction and goals of WEEA.

Last, I believe the purpose of the statutory mandate should be expanded to include an emphasis on equity needs of women and girls who are also racial minorities and disabled. I believe that sex bias exists throughout society and this results in limited opportunities for all women and girls.

However, the problem of women and girls who are racial minorities and/or disabled are the least understood and the most restricted.

Now, again, these recommendations and focus come from one who is a director of a civil rights organization. We confront the discrimination each day on a personal level and in our work. We know the impact of the bias and the stereotypes on disabled women and girls in education and we know that the Women's Educational Equity Act has, in its existence, fostered change and can, if supported, promote more positive change that we all desire.

That will conclude my testimony. I would like to thank you, Mr. Chairman, and the rest of the committee for this opportunity.

[Information submitted by Robert Funk follows:]

THE DISABLED WOMEN'S EDUCATION PROJECT: REPORT OF SURVEY RESULTS, NOVEMBER 1983 (EXECUTIVE SUMMARY)

ABSTRACT

In the autumn of 1980 the Disabled Women's Education Project at the Disability Rights Education & Defense Fund undertook a nationwide survey of the educational status of disabled women in the United States; the project was made possible by funds granted under the auspices of the Women's Educational Equity Act of 1974. A questionnaire soliciting information on age, sex, nature and severity of disability, racial/ethnic identification, educational placement and attainment, employment, and income was distributed via the membership of self-help service organizations and agencies. Approximately 8,000 questionnaire forms were returned by disabled male and female respondents, from which a stratified sample of 1,500 respondents was drawn.

The most significant finding of the survey was that, controlling for the severity of a disabled woman or man's disabling condition, the earlier and more fully such individuals were mainstreamed --integrated into conventional classroom settings with non-disabled peers -- the higher the level of education such individuals will attain. In addition, respondent groups with varying degrees of disability but who were mainstreamed throughout grades K-12 on average also attained higher levels of education than groups with similarly varying degrees of disability but who were not fully mainstreamed during that period (executive summary, pp. 19-22).

Acknowledgments

This report summary represents the culmination of more than two years of effort by a team of dedicated and caring people. Director of the Disabled Women's Education Project, under whose auspices this research was performed, was Katherine Corbett. Without her unfailing support, as well as that of her administrative and clerical staff, this survey would not have been possible. Survey instrument design, production, and dissemination was supervised by Jane Sprague Zones, Ph.D., a consulting sociologist with broad experience in the generation of data bases related to the status of women and girls. Data analysis and interpretation was directed by Ellen Liebman, Ph.D., a research consultant specialising in statistical methods. The Disabled Women's Education Project sought the assistance of these capable and experienced women in an effort both to avail itself of some of the best survey research talent which the academic community of the San Francisco Bay Area has to offer, and also to ensure that this research would be conducted in a balanced, objective, and professional manner. Their contributions to this project are hereby gratefully acknowledged.

Lloyd Burton Jr., Ph.D.(c)
Research Consultant

Berkeley, California
November, 1983

I. INTRODUCTION

The Disability Rights Education and Defense Fund (DREDF) initiated its Disabled Women's Education Project in October of 1980. Financial support was provided by the U.S. Department of Education, through a grant program mandated by the Women's Educational Equity Act [WEEA] of 1974.[1] One objective of the act is "to promote educational equity for women through a program of discretionary grants and contracts".[2] However, until DREDF submitted its proposal to establish the Disabled Women's Education Project, the WEEA program had paid relatively little attention to the unique educational needs and experiences of disabled women and girls. With the founding of the Disabled Women's Education Project, WEEAP and DREDF set about to remedy this situation.

WEEAP administrators and DREDF staff already knew that one of the most striking issues concerning the educational status of disabled females was a near-absence of reliable data on the subject. Therefore, one of the principal goals of the Disabled Women's Education Project (hereinafter, "project") was improvement of the information base on which future education policy for disabled girls will be developed. One of the methods chosen to achieve this goal was a relatively large-scale survey research program. The intent was to gather enough information on the disabled female population to enable us to begin to understand the relationship between the educational status and experience of disabled females (i.e., highest grade achieved and degree of integration with non-disabled students) and other identifying characteristics of their lives, such as age, ethnicity, nature and severity of disability, employment, and income. Initially, project staff were primarily interested in the development of a simple descriptive profile of disabled women and girls, and secondarily in the strength of any correlations which might be discovered between the educational status variables and the other identifying characteristics mentioned above. This Executive Summary briefly describes, in general terms and with relatively little emphasis on technical detail, how this survey was conducted and what some of its findngs are.

II. DATA GATHERING METHODS

A. Questionnaire Design

Given the intent of project staff to conduct a nationwide survey covering a broad array of disability types, age groups, and ethnic backgrounds, staff and research consultants determined that a broadly disseminated written questionnaire which respondents could complete independent of staff supervision would be the most effective and appropriate means of gathering the requisite information. A single sheet, four-page foldout form was designed, with an outer page containing a return postage imprint and project mailing address. The interior of the form contained all questionnaire items in large print (to aid vision-impaired respondents), arranged to permit direct-entry coding by data processors. To further aid communication with respondents, brailled and tape-recorded versions of the questionnaire were developed, as well as translations into Spanish and Chinese.

The survey instrument requested either checked or written responses to the following items, in the following order:

1. whether the questionnaire was being completed by the disabled respondent or on her or his behalf (i.e., by a parent, guardian, or caretaker);
2. the nature of the respondent's disability or disabilities (physical, learning, visual, speech, emotional, hearing, mental retardation, health or "hidden");
3. age at onset of the disabling condition;
4. self-evaluation of the degree to which the respondent's disability affects major life activities;
5. year of birth;
6. ethnic group identification (American Indian, Asian or Pacific Islander, Hispanic, Caucasian, Black, or other);
7. educational placement and mode of instruction in grades K-3,

8. 4-8, 9-12, vocational training, college, and graduate school (placement and mode choices being full-time regular classes in regular school, full-time special classes in regular school, special day school, live-in institution, hospital school, home tutors, or no schooling);
9. highest grade completed;
10. nature and extent of vocational training, if any;
11. principal work now (student, unpaid homemaker, unemployed, volunteer, full-time paid job, part-time paid job, retired, or other); and
12. money income from working, exclusive of public benefits.

These same items were designed into questionnaire format for three different groups of respondents: (1) disabled women and girls generally, (2) disabled men and boys generally, and (3) hearing-impaired persons of both sexes who are trained in patterned communication. Staff and consultants decided to personalize questionnaire formats to this extent in the hope that it would encourage a higher response rate than might be obtained otherwise. Men and boys were included in the survey for the purposes of comparative evaluation of the experiences of both sexes, controlling for certain variables.

B. Dissemination and Return.

Another principal goal of the Disabled Women's Education Project in addition to information gathering was the development of a network of organizations of disabled persons throughout the United States, for the purpose of sharing information generated by the project and also for sharing strategies developed by various groups for the achievement of educational equity for disabled women and girls. Project staff set about this network development process by establishing regional outreach sites in the northeastern, southeastern, southwestern and midwestern United States, through contracting for outreach services with an existing well-established self-help services organization in each of those regions. Each regional contractor then assumed responsibility for questionnaire distribution to organizations of disabled persons and to disabled individuals in their respective regions. Additional outreach contracts were signed with organizations having particular expertise in contacting disabled minority and hearing-impaired individuals, who are frequently underrepresented in such surveys.

Based on regional outreach center staff estimates of the number of disabled individuals to whom they could deliver questionnaires, project staff had printed and shipped to the regional outreach sites a total of approximately 150,000 questionnaires. The regional centers then divided and shipped these questionnaires to each of the local organizations of disabled persons with which they were in contact, the number of questionnaires shipped based roughly on the size of the membership of each recipient organization. The local organizations then assumed responsibility for distributing the survey instrument to their members. Questionnaires were distributed to the regional outreach centers beginning in April of 1981, and were received by project staff for data processing purposes until December of that year. Within this period, a total of 8,153 completed questionnaires were returned; they were sequentially numbered in the order of their receipt for future identification.

III. CHARACTERISTICS OF RESPONDENTS

A. Drawing the Sample

As they monitored the content of returned questionnaires, project staff and research consultants soon realized that, despite outreach efforts to the contrary, certain groups were vastly over-represented in the respondent population, and other groups were correspondingly almost absent, relative to their numbers in the national disabled population. For example, about 75% of respondents were women, well over 90% were white, and nearly a third were hearing-impaired.

Project researchers knew from the outset that it would never be possible to portray their survey results as broadly representative of the entire national disabled population. Instrument dissemination was through organizational affiliation and respondents were self-selected, unlike government surveys such as the Censuses and the NCHS Health Interview Survey, in which respondents are selected at random, the respondent population is balanced geographically, and interviewers can standardize respondent answers. Nevertheless, staff researchers felt that survey results would be of greater relevance in addressing national policy needs if a reasonable and well-defined, if only partial, relationship could be made apparent between the data provided in the DREDF survey and the national disabled population.

Researchers therefore decided to draw a *stratified sample* from the 8,000 questionnaires returned--a sample which would be more nearly representative of the total national disabled population in terms of gender, ethnic characteristics, and nature of disability than was the respondent population as a whole.

Since responsible stratified sampling depends on the ability to quantify the stratification variables in relative terms,[3] it was first necessary to put together a composite profile of the national disabled population. From a variety of sources, researchers compiled the following description of this population, using the definition of disability set forth in federal civil rights legislation.[4]

1. Profiling the National Disabled Population.

a. Disability and Gender. The 1979 Supplement to the National Center for Health Statistics' Health Interview Survey found that females are more likely than males to develop a chronic medical condition (which may or may not be cured) resulting in some limitation of activity, but that males are much more likely to have some permanent physical impairment.[5] In terms of either a chronic medical condition or a physical impairment causing a work disability, the 1978 Survey of Disability and Work[6] found that among the working-age (16-64) population, 16% of the men and 18.3% of the women were work-disabled. Viewing the work-disabled population as a whole, then, the relationship is 53% female to 47% male. For reasons explained below, the stratified sample was drawn with an eye towards adjusting the 3:1 female/male ratio in the respondent population downward toward the 53:47 relationship discovered in the Work Disability Survey.

b. Ethnicity. The Survey of Disability and Work also found racial and ethnic minority groups to be over-represented in the work-disabled population. While Black people comprise 11% of the national workforce, they represent 14% of the work-disabled population. Likewise, Hispanic-origin individuals account for 4.5% of the workforce, but 5.5% of the work-disabled.[7] Thus, in drawing the stratified sample, researchers sought racial/ethnic minority representation in that sample at a level slightly exceeding 20% (as no government data were available on work-disability rates among other minority populations, their representation rate in the work-disabled population was simply extrapolated from their representation in the overall national population).

c. **Nature of Disability.** Researchers were aware that the hearing-impaired were vastly over-represented in the respondent population (nearly 33%), so a final step preparatory to drawing the sample was some assessment of the prevalence of various disabilities in the national disabled population. At this point, disabilities were broadly categorized as to whether they were health/phsical,mental, or both.

(1). **Health-disabled and Physically Impaired.** According to the 1977 NCHS Health Interview Survey Supplement, approximately 10.9% of the total U.S. population--about 24.5 million persons--had either a chronic medical condition or other physical impairment which caused a significant limitation of one or more major life activities.[8] Of these, approximately 5.5 million are hearing-impaired.

(2) **Mentally Retarded.** Using figures supplied by state governments in 1978 as to the number of mentally retarded residents eligible for government services under the federal Developmental Disabilities Act (*supra* note 3), it was estimated

that the national mentally retarded population totalled approximately 5.7 million persons.[9]

(3) **Mentally Ill.** Although National Institute of Mental Health statistics indicate that approximately 6.6 million U.S. citizens may be classified as mentally ill (as measured by inpatient and outpatient censuses in mental hospitals and community care facilities),[10] the DREDF study's primary focus was on educational placement and experience, and therefore included from the mentally ill population only those respondents who had been classified by educational service providers as emotionally disabled.

d. **The Profile.** From the sources cited above, a composite profile of the nation's disabled population began to emerge, for use in estimating the relative size of cells to be filled when drawing the stratified sample for the DREDF survey's data analysis. Table 1, below, summarizes this profile by nature of disability.

Table 1.

National Disabled Population by Nature of Disability

Nature of Disability	Number($x10^6$)	% of Total
Physical/Health	24.5	66.6
Mental Retardation	5.7	15.4
Mentally Ill	6.6	18.0
Total	36.8	100.0

Regarding gender ratio, the work-disabled population is 53% female, 47% male; and just over 20% of that population is comprised of members of racial/ethnic minority groups. Approximately 15% of the disabled population (5.5 of 36.8 million) is made up of hearing-impaired persons.

2. Drawing and Processing the Sample.

a. Age Parameters. In addition to drawing a sample population whose aggregate identifying characteristics would bear some resemblance to those of the national disabled population described above, project researchers also decided to impose age limitations on cases chosen. Since one of the primary functions of this research was to study relationships between disability and educational experience, in drawing the sample researchers chose only those respondents who had become disabled prior to the age of 5, and who were 22 years of age or older at the time they completed the questionnaire. Thus, the sample population was comprised entirely of respondents who were disabled throughout their period of enrollment in educational institutions, and who had in most cases completed their education by the time they responded to the survey. It was the judgment of the research staff that the nature and strength of disability/educational experience relationships could be most accurately delineated among this group.

b. Data Processing. Once the stratified sample had been drawn from the 8,000 forms returned, the questionnaires were coded and entered and the computations performed by consultants at the Computer Center of the University of California, Berkeley. Processing was done on the Center's IBM 4341, with descriptive statistics and crosstabulations generated using the Statistical Package for the Social Sciences (SPSS).

III. CHARACTERISTICS OF RESPONDENTS

A. Age

The age distribution of respondents is shown in Table 2, below. The relative youth of the sample is demonstrated by the fact that about 75% of respondents are under 40 years of age--this in a sample population including no respondents less than 22 years old.

Table 2.

Age of Respondents

Range	Absolute Frequency	Adjusted Frequency (in %)
22-31	666	45
32-41	450	30
42-51	199	13
52-61	111	8
62-71	51	3
72 & over	13	1

B. Gender.

Table 3, (p.12a) indicates a total of 1,490 respondents in the sample population, consisting of 893 women (60%) and 596 men (40%). This relationship is within 7 percentage points of the gender ratio of the national work-disabled population, with this survey sample containing a slightly higher proportion of women than the national population.

C. Racial/Ethnic Identification

As noted earlier, respondents were asked to select one of six racial/ethnic groups for the purpose of self-identification. Table 4 (p. 12b) shows the responses to this questionaire item.

About 18% of the sample population is non-white, compared with approximately 20% of the national disabled population. In contrast with that group, however, black respondents comprise only 6% of the survey sample population, as opposed to 14% of the national disabled population. Hispanics comprise 5.5% of the national disabled population, and 5.1% of the DREDF survey sample population. Also of interest is the fact that while the overall sample population gender balance is 40% male, 60% female, *more* than 60% of respondents in each non-white ethnic groups were women, while slightly under 60% of white respondents were women. (The gender ratio of the black work-disabled population nationally is not in accord with this finding.) For instance, 77.6% of black respondents were women, and 22.4% were men (Table 4, cell tier 3, line 2). For most other groups, however, the gender ratio was within 2 or 3 percentage points of the entire sample population.

D. Nature and Severity of Disability.

1. Type of Disability. Respondents were asked to choose among 8 categories of disabling conditions in describing the nature of their disability. Approximately 68% of the sample population (1,013 persons) listed one condition, while 20% (301 persons) listed two, and 12% (174 persons) listed three. Table 5 (pp. 13a,b) shows the first or principal disablity listed by all respondents. It indicates that about 52% of respondents are physically disabled (exclusive of the vision and hearingimpaired), that close to 10% are vision impaired, and just over 23% are hearing impaired. Thus, about 85% of the sample population lists

Table 3.

Sample Population,
By Gender

```
SPSS BATCH SYSTEM

FILE    SUNSET    (CREATION DATE = 06/24/83) .                                   08/30/83        PAGE    3

SEX


CATEGORY LABEL                                       RELATIVE  ADJUSTED     CUM
                                  CODE   ABSOLUTE     FREQ      FREQ       FREQ
MALE                                       FREQ      (PCT)     (PCT)      (PCT)
                                   0.       596       40.0      40.0       40.0
FEMALE
                                   1.       893       59.9      60.0      100.0

                                   9.         1        0.1    MISSING     100.0
                                         -------    -------   -------
                                 TOTAL     1490      100.0     100.0

MEAN             0.600       STD ERR       0.013        MEDIAN          0.666
MODE             1.000       STD DEV       0.490        VARIANCE        0.240
KURTOSIS        -1.836       SKEWNESS     -0.408        RANGE           1.000
MINIMUM          0.0         MAXIMUM       1.000

VALID CASES      1489        MISSING CASES     1
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Table 4.

Racial/Ethnic Identification, By Gender

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SPSS BATCH SYSTEM                                                          08/30/83       PAGE   55

FILE   SUNSET   (CREATION DATE = 08/29/83)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    RACE                                                          BY SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    SEX
           COUNT   I
           ROW PCT IMALE       FEMALE      ROW
           COL PCT I                       TOTAL
           TOT PCT I       0.I       1.I
RACE       --------I---------I---------I
                1. I     20  I     32  I     52
  AM IND           I   38.5  I   61.5  I    3.5
                   I    3.4  I    3.6  I
                   I    1.3  I    2.2  I
                  -I---------I---------I
                2. I     15  I     26  I     41
  ASIAN            I   36.6  I   63.4  I    2.8
                   I    2.5  I    2.9  I
                   I    1.0  I    1.8  I
                  -I---------I---------I
                3. I     19  I     66  I     85
  BLACK            I   22.4  I   77.6  I    5.7
                   I    3.2  I    7.4  I
                   I    1.3  I    4.5  I
                  -I---------I---------I
                4. I     28  I     47  I     75
  HISPANIC         I   37.3  I   62.7  I    5.1
                   I    4.7  I    5.3  I
                   I    1.9  I    3.2  I
                  -I---------I---------I
                5. I    512  I    709  I   1221
  WHITE            I   41.9  I   58.1  I   82.3
                   I   85.9  I   79.9  I
                   I   34.5  I   47.8  I
                  -I---------I---------I
                6. I      2  I      7  I      9
  2+ NON-WHITE     I   22.2  I   77.8  I    0.6
                   I    0.3  I    0.8  I
                   I    0.1  I    0.5  I
                  -I---------I---------I
           COLUMN       596       887      1483
            TOTAL      40.2      59.8     100.0

    1 OUT OF    12 (  8.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   3.617
CHI SQUARE =    14.56320 WITH   5 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0124
CRAMER'S V =    0.09903
CONTINGENCY COEFFICIENT =     0.09855
LAMBDA (ASYMMETRIC) =  0.0      WITH RACE      DEPENDENT.           =  0.0      WITH SEX      DEPENDENT.
LAMBDA (SYMMETRIC) =  0.0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.00728 WITH RACE      DEPENDENT.           =  0.00776 WITH SEX      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.00751
```

a physical or health condition as a primary disability, in contrast with approximately 67% of the national disabled population (Table 1, line 1).

2. Age at onset. Table 6 indicates that over 80% of respondents in the sample were disabled by age 1, and that 70% were disabled at birth.

3. Effect on Everyday Life. Respondents were asked to indicate whether their disability affected the activities of their everyday life "not at all," "a little," "quite a bit," or "in every way." By this means, clients self-identified as to the relative severity of their disabling condition. Table 6 (p. 14a) lists these responses. Relative to their representation in the survey sample population, slightly more men than women indicated that their disability affected them "not at all," and slightly more women than men indicated that their disability affected everyday activities "in every way." However, this deviation is slight enough (about 3%) that for the purposes of this survey the male and female respondents were on average considered to have comparable levels of severity of disability.

B. Educational Status and Experience

1. Mainstreaming. An issue of over-riding concern to educational policy makers, educators, the parents of disabled children, and disabled students themselves is the degree to which these students are afforded the opportunity to be educated with their non-disabled peers in conventional classroom settings. Just as equal rights advocates for racial and ethnic minorities knew that the public schoolroom is where equal opportunity and

Table 5.

Nature of Primary Disability,
By Gender

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SPSS BATCH SYSTEM                                                                        08/30/83        PAGE  80

FILE   SURVEY   (CREATION DATE = 08/29/83)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
     DISABIL   FIRST DISABILITY                                         BY SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  2

                         SEX
               COUNT  I
             ROW PCT  IMALE      FEMALE     ROW
             COL PCT  I                     TOTAL
             TOT PCT  I      0.I      1.I
DISABIL      --------I--------I--------I
                  1.  I   272  I   497  I   769
  PHYSICAL            I  35.4  I  64.6  I  51.7
                      I  45.7  I  55.7  I
                      I  18.3  I  33.4  I
                     -I--------I--------I
                  2.  I    21  I    50  I    71
  LEARNING            I  29.6  I  70.4  I   4.8
                      I   3.5  I   5.6  I
                      I   1.4  I   3.4  I
                     -I--------I--------I
                  3.  I    73  I    73  I   146
  VISUAL              I  50.0  I  50.0  I   9.8
                      I  12.3  I   8.2  I
                      I   4.9  I   4.9  I
                     -I--------I--------I
                  4.  I     2  I     3  I     5
  SPEECH              I  40.0  I  60.0  I   0.3
                      I   0.3  I   0.3  I
                      I   0.1  I   0.2  I
                     -I--------I--------I
                  5.  I     5  I    12  I    17
  EMOTIONAL           I  29.4  I  70.6  I   1.1
                      I   0.8  I   1.3  I
                      I   0.3  I   0.8  I
                     -I--------I--------I
                  6.  I   154  I   194  I   348
  HEARING             I  44.3  I  55.7  I  23.4
                      I  25.9  I  21.7  I
                      I  10.3  I  13.0  I
                     -I--------I--------I
                  7.  I    54  I    40  I    94
  MENTAL RETARDATI    I  57.4  I  42.6  I   6.3
                      I   9.1  I   4.5  I
                      I   3.6  I   2.7  I
                     -I--------I--------I
              COLUMN     595      893     1488
               TOTAL    40.0     60.0    100.0
(CONTINUED)
```

Table 5. (continued)

```
SPSS BATCH SYSTEM                                                   06/20/83        PAGE   37

FILE    SUBSET    (CREATION DATE = 06/29/83)

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
    DISABIL    FIRST DISABILITY                                      BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  2 OF  2

                       SEX
              COUNT   I
            ROW PCT   IMALE      FEMALE      ROW
            COL PCT   I                      TOTAL
            TOT PCT   I       0.I       1.I
DISABIL      --------I--------I--------I
                  8.  I    14  I    24  I     38
  HEALTH OR HIDDEN    I  36.8  I  63.2  I    2.6
                      I   2.5  I   2.7  I
                      I   0.9  I   1.6  I
                     -I--------I--------I
             COLUMN      595      893      1488
              TOTAL     40.0     60.0     100.0

    2 OUT OF    16 ( 12.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  1.999
CHI SQUARE =    31.66305 WITH   7 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.14587
CONTINGENCY COEFFICIENT =    0.14435
LAMBDA (ASYMMETRIC) =  0.0     WITH DISABIL  DEPENDENT.          =  0.02393 WITH SEX      DEPENDENT.
LAMBDA (SYMMETRIC) =  0.01065
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.00759 WITH DISABIL  DEPENDENT.          =  0.01571 WITH SEX      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.01024
KENDALL'S TAU B =   -0.09000  SIGNIFICANCE =  0.0000
KENDALL'S TAU C =   -0.11120  SIGNIFICANCE =  0.0000
GAMMA =   -0.17226
SOMERS'S D (ASYMMETRIC) = -0.11505 WITH DISABIL  DEPENDENT.          = -0.08405 WITH SEX      DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.09742
ETA =  0.10095 WITH DISABIL  DEPENDENT.          =  0.14588 WITH SEX      DEPENDENT.
PEARSON'S R = -0.10095  SIGNIFICANCE =  0.0000

NUMBER OF MISSING OBSERVATIONS =       2
```

meaningful social integration begin, so too have disability rights advocates sought integrated educational settings for disabled children as an important means of assuring them access to the social and economic mainstream of American society.

The most explicit federal statement of this goal is in the Education for All Handicapped Children Act of 1975, which provides for the public education of disabled children with non-disabled children to the maximum feasible extent, in the environment least restrictive of the disabled student's abilities. Some school districts had already adopted this policy prior to passage of the 1975 statute, while others made a practice of segregating all physically and mentally disabled students into totally separate facilities, allowing no contact with the non-disabled student population.

Since the act was not fully implemented until 1978, by which time all respondents to this survey were 19 years of age or older, few if any respondents were educated under provisions of the act. However, as noted above, many respondents were educated in fully or partially integrated settings (i.e., with non-disabled students in conventional classroom settings) simply as a matter of local school district policy. Tables 7, 8, and 9 show responses to the questionnaire items inquiring about educational placement during elementary and secondary school.

Table 7 indicates that 1,171 of 1,490 respondents (79% of the sample population) received some kind of education during the age range of attendance in grades K-3, and that of those who were educated then, nearly half (46.5%) were full-time students with non-disabled peers in conventional classroom settings. About

Table 6.

Effect of Disability on Everyday Life
by Gender

```
SPSS BATCH SYSTEM                                                      08/30/83        PAGE   94

FILE    SUBSET    (CREATION DATE = 08/24/83)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
     AFFECT     AFFECT ON EVERYDAY LIFE                              BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                          SEX
               COUNT  I
               ROW PCT IMALE       FEMALE       ROW
               COL PCT I                        TOTAL
               TOT PCT I        0.I        1.I
AFFECT         --------I----------I----------I
                    1. I     64   I     84   I    148
  NOT AT ALL           I   43.2   I   56.8   I   10.2
                       I   11.0   I    9.6   I
                       I    4.4   I    5.8   I
                      -I----------I----------I
                    2. I    230   I    331   I    561
  A LITTLE             I   41.0   I   59.0   I   38.5
                       I   39.5   I   37.8   I
                       I   15.8   I   22.7   I
                      -I----------I----------I
                    3. I    171   I    263   I    434
  QUITE BIT            I   39.4   I   60.6   I   29.8
                       I   29.4   I   30.1   I
                       I   11.7   I   18.1   I
                      -I----------I----------I
                    4. I    117   I    197   I    314
  IN EVERY WAY         I   37.3   I   62.7   I   21.6
                       I   20.1   I   22.5   I
                       I    8.0   I   13.5   I
                      -I----------I----------I
               COLUMN       582        875       1457
                TOTAL      39.9       60.1      100.0

CHI SQUARE =     1.92094 WITH   3 DEGREES OF FREEDOM   SIGNIFICANCE =  0.5877
CRAMER'S V =    0.03637
CONTINGENCY COEFFICIENT =     0.03634
LAMBDA (ASYMMETRIC) =  0.0      WITH AFFECT   DEPENDENT.           =  0.0      WITH SEX      DEPENDENT.
LAMBDA (SYMMETRIC) =  0.0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.00051 WITH AFFECT   DEPENDENT.          =  0.00096 WITH SEX      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.00067
KENDALL'S TAU B =     0.03318  SIGNIFICANCE =  0.0854
KENDALL'S TAU C =     0.03063  SIGNIFICANCE =  0.0854
GAMMA =     0.05699
SOMERS'S D (ASYMMETRIC) =  0.04026 WITH AFFECT   DEPENDENT.          =  0.02735 WITH SEX      DEPENDENT.
SOMERS'S D (SYMMETRIC) =  0.03257
ETA =  0.03623 WITH AFFECT   DEPENDENT.          =  0.03639 WITH SEX      DEPENDENT.
PEARSON'S R = 0.03625  SIGNIFICANCE =  0.0834

NUMBER OF MISSING OBSERVATIONS =      33
```

Table 7.

Educational Placement, Grades K-3, By Gender

```
SPSS BATCH SYSTEM                                                                     08/30/83        PAGE   41

FILE    SUBSET   (CREATION DATE = 08/24/83)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    SCHK3A    TYPE OF SCHOOLING K-3                                           BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                       SEX
              COUNT   I
              ROW PCT IMALE      FEMALE      ROW
              COL PCT I                      TOTAL
              TOT PCT I       0.I       1.I
SCHK3A        --------I---------I---------I
                    1.  I   216  I   328  I   544
  FT REG IN REG         I  39.7  I  60.3  I  46.5
                        I  44.4  I  48.0  I
                        I  18.4  I  28.0  I
                       -I--------I--------I
                    2.  I     5  I     7  I    12
  PT SPECIAL IN RE      I  41.7  I  58.3  I   1.0
                        I   1.0  I   1.0  I
                        I   0.4  I   0.6  I
                       -I--------I--------I
                    3.  I    68  I    89  I   157
  FT SPECIAL IN RE      I  43.3  I  56.7  I  13.4
                        I  14.0  I  13.0  I
                        I   5.8  I   7.6  I
                       -I--------I--------I
                    4.  I    87  I   123  I   210
  SPECIAL DAY           I  41.4  I  58.6  I  17.9
                        I  17.9  I  18.0  I
                        I   7.4  I  10.5  I
                       -I--------I--------I
                    5.  I    86  I    96  I   182
  INSTITUTION           I  47.3  I  52.7  I  15.5
                        I  17.7  I  14.0  I
                        I   7.3  I   8.2  I
                       -I--------I--------I
                    6.  I     8  I    16  I    24
  HOSP SCHOOL           I  33.3  I  66.7  I   2.0
                        I   1.6  I   2.3  I
                        I   0.7  I   1.4  I
                       -I--------I--------I
                    7.  I    17  I    25  I    42
  HOME TUTORS           I  40.5  I  59.5  I   3.6
                        I   3.5  I   3.7  I
                        I   1.5  I   2.1  I
                       -I--------I--------I
                COLUMN      487      684     1171
                 TOTAL     41.6     58.4    100.0

   1 OUT OF    14 (  7.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  4.991
CHI SQUARE =     4.08633 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE =  0.6650
```

33

Table 8.

Educational Placement, Grades 4-8, By Gender

```
SPSS BATCH SYSTEM                                                           08/30/83        PAGE   51

FILE   SUBSET   (CREATION DATE = 08/29/83)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    SCHA8A    TYPE OF SCHOOLING 4-8                                     BY SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                     SEX
             COUNT  I
            ROW PCT IMALE      FEMALE      ROW
            COL PCT I                      TOTAL
            TOT PCT I      0.I       1.I
SCHA8A      --------I--------I--------I
                 1. I   222  I   359  I    581
  FT REG IN REG     I  38.2  I  61.8  I   47.6
                    I  43.2  I  50.8  I
                    I  18.2  I  29.4  I
                   -I--------I--------I
                 2. I    10  I    13  I     23
  PT SPECIAL IN RE  I  43.5  I  56.5  I    1.9
                    I   1.9  I   1.8  I
                    I   0.8  I   1.1  I
                   -I--------I--------I
                 3. I    88  I    89  I    177
  FT SPECIAL IN RE  I  49.7  I  50.3  I   14.5
                    I  17.1  I  12.6  I
                    I   7.2  I   7.3  I
                   -I--------I--------I
                 4. I    69  I   107  I    176
  SPECIAL DAY       I  39.2  I  60.8  I   14.4
                    I  13.4  I  15.1  I
                    I   5.7  I   8.8  I
                   -I--------I--------I
                 5. I   105  I   107  I    212
  INSTITUTION       I  49.5  I  50.5  I   17.4
                    I  20.4  I  15.1  I
                    I   8.6  I   8.8  I
                   -I--------I--------I
                 6. I     9  I    18  I     27
  HOSP SCHOOL       I  33.3  I  66.7  I    2.2
                    I   1.8  I   2.5  I
                    I   0.7  I   1.5  I
                   -I--------I--------I
                 7. I    11  I    14  I     25
  HOME TUTORS       I  44.0  I  56.0  I    2.0
                    I   2.1  I   2.0  I
                    I   0.9  I   1.1  I
                   -I--------I--------I
            COLUMN      514      707      1221
             TOTAL     42.1     57.9     100.0

CHI SQUARE =    14.13132 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0282
```

100

Table 9.

Educational Placement, Grades 9-12 By Gender

```
SPSS BATCH SYSTEM                                                        08/30/83       PAGE   55

FILE   SUBSET   (CREATION DATE = 08/29/83)

* * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   SCH912A   TYPE OF SCHOOLING 9-12                               BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                        SEX
             COUNT  I
           ROW PCT  IMALE     FEMALE      ROW
           COL PCT  I                    TOTAL
           TOT PCT  I      0.I      1.I
SCH912A    --------I--------I--------I
                1.  I   280  I   465  I    745
  FT REG IN REG     I  37.6  I  62.4  I   60.5
                    I  56.1  I  63.4  I
                    I  22.7  I  37.7  I
                   -I--------I--------I
                2.  I     2  I    11  I     13
  PT SPECIAL IN RE  I  15.4  I  84.6  I    1.1
                    I   0.4  I   1.5  I
                    I   0.2  I   0.9  I
                   -I--------I--------I
                3.  I    54  I    59  I    113
  FT SPECIAL IN RE  I  47.8  I  52.2  I    9.2
                    I  10.8  I   8.0  I
                    I   4.4  I   4.8  I
                   -I--------I--------I
                4.  I    34  I    67  I    101
  SPECIAL DAY       I  33.7  I  66.3  I    8.2
                    I   6.8  I   9.1  I
                    I   2.8  I   5.4  I
                   -I--------I--------I
                5.  I   107  I   106  I    213
  INSTITUTION       I  49.8  I  50.2  I   17.3
                    I  21.4  I  14.7  I
                    I   8.7  I   8.6  I
                   -I--------I--------I
                6.  I     8  I     4  I     12
  HOSP SCHOOL       I  66.7  I  33.3  I    1.0
                    I   1.6  I   0.5  I
                    I   0.6  I   0.3  I
                   -I--------I--------I
                7.  I    14  I    19  I     33
  HOME TUTORS       I  42.4  I  57.6  I    2.7
                    I   2.8  I   2.6  I
                    I   1.1  I   1.5  I
                   -I--------I--------I
            COLUMN      499      733      1232
             TOTAL     40.5     59.5     100.0

    1 OUT OF    14 (  7.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   4.860
CHI SQUARE =    21.60384 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0014
```

Table 10.

Educational Placement, Vocational School, By Gender

```
SPSS BATCH SYSTEM                                                  06/30/83       PAGE   55

FILE   SUBSET   (CREATION DATE = 06/24/83)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   SCHVOCA   TYPE OF SCHOOLING VOCATIONAL SCHOOL              BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  2

                        SEX
              COUNT   I
            ROW PCT   IMALE      FEMALE      ROW
            COL PCT   I                      TOTAL
            TOT PCT   I      0.I        1.I
SCHVOCA      --------I---------I---------I
                  1.  I     60  I     79  I   139
  FT REG IN REG       I   43.2  I   56.8  I  45.9
                      I   42.9  I   48.5  I
                      I   19.8  I   26.1  I
                     -I---------I---------I
                  2.  I      1  I      3  I     4
  PT SPECIAL IN RE    I   25.0  I   75.0  I   1.3
                      I    0.7  I    1.8  I
                      I    0.3  I    1.0  I
                     -I---------I---------I
                  3.  I     12  I     14  I    26
  FT SPECIAL IN RE    I   46.2  I   53.8  I   8.6
                      I    8.6  I    8.6  I
                      I    4.0  I    4.6  I
                     -I---------I---------I
                  4.  I     16  I     19  I    35
  SPECIAL DAY         I   45.7  I   54.3  I  11.6
                      I   11.4  I   11.7  I
                      I    5.3  I    6.3  I
                     -I---------I---------I
                  5.  I     26  I     20  I    46
  INSTITUTION         I   56.5  I   43.5  I  15.2
                      I   18.6  I   12.3  I
                      I    8.6  I    6.6  I
                     -I---------I---------I
                  6.  I      1  I      2  I     3
  HOSP SCHOOL         I   33.3  I   66.7  I   1.0
                      I    0.7  I    1.2  I
                      I    0.3  I    0.7  I
                     -I---------I---------I
                  7.  I      2  I      1  I     3
  HOME TUTORS         I   66.7  I   33.3  I   1.0
                      I    1.4  I    0.6  I
                      I    0.7  I    0.3  I
                     -I---------I---------I
             COLUMN        140       163      303
              TOTAL       46.2      53.8    100.0
(CONTINUED)
```

Table 11.

Highest Grade Completed

```
SPSS BATCH SYSTEM                                                                   08/30/83     PAGE   22
FILE   SUBSET   (CREATION DATE = 08/29/83)

HIGHGRAD  HIGHEST GRADE LEVEL COMPLETED

                                                     RELATIVE   ADJUSTED     CUM
                                          ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                    CODE      FREQ      (PCT)      (PCT)      (PCT)
NO SCHOOL                           0.         9        0.6        0.6        0.6
                                    1.         5        0.3        0.4        1.0
                                    2.         3        0.2        0.2        1.2
                                    3.         8        0.5        0.6        1.8
                                    4.        15        1.0        1.1        2.9
                                    5.         9        0.6        0.6        3.5
                                    6.        17        1.1        1.2        4.7
                                    7.        13        0.9        0.9        5.6
                                    8.        47        3.2        3.4        9.0
                                    9.        24        1.6        1.7       10.7
                                   10.        22        1.5        1.6       12.3
                                   11.        22        1.5        1.6       13.8
                                   12.       102        6.8        7.3       21.1
CERTIFICATE                        13.        32        2.1        2.3       23.4
DIPLOMA                            14.       228       15.3       16.3       39.7
FRESHMAN YR                        15.        73        4.9        5.2       44.9
SOPHOMORE YR                       16.       117        7.9        8.4       53.2
JUNIOR YR                          17.        64        4.3        4.6       57.8
SENIOR YR                          18.        39        2.6        2.8       60.6
BA OR BS                           19.       286       19.2       20.4       81.0
MA                                 20.       208       14.0       14.8       95.9
PHD                                21.         1        0.1        0.1       95.9
```

Table 11. (continued)

```
SPSS BATCH SYSTEM                                                                08/30/83      PAGE   23
FILE    SUBSET    (CREATION DATE = 08/29/83)

DOCTORATE                          22.       57      3.8       4.1    100.0

DON'T KNOW                         88.       11      0.7   MISSING    100.0

NO ANSWER                          99.       78      5.2   MISSING    100.0
                                         ------   ------    ------
                                 TOTAL     1490    100.0     100.0

MEAN          15.592       STD ERR        0.119       MEDIAN         16.111
MODE          19.000       STD DEV        4.454       VARIANCE       19.834
KURTOSIS       0.877       SKEWNESS      -1.013       RANGE          22.000
MINIMUM        0.0         MAXIMUM       22.000

VALID CASES     1401       MISSING CASES     89
```

that same percentage were segregated into full-time special classes in conventional school settings, into special day schools, or into residential institutions (Table 7, variable tiers 3,4, and 5, row totals, added).

At the grade 4-8 range, the total number of students receiving some form of education rose to 1,221 respondents (as depicted in Table 8, column total line; this represents 82% of the sample population). About the same percentage of students were fully "mainstreamed"--educated full-time with non-disabled students--as in grades K-3 (Table 8, variable tier 1, row total; compare with Table 7, variable tier 1).

By grades 9-12, 1,232 respondents (83% of the sample population) were receiving some education, but the percentage of these students being fully mainstreamed had risen to over 60% (Table 9, variable tier 1, row total). Thus, it would appear that as these respondents grew older there was a gradual tendency toward removing them from more segregated settings and fully integrating them into conventional classroom situations with non-disabled students.

About 20% of respondents (303 of 1,490) attended vocational school, as depicted in Table 10. Of these, 46% were in integrated settings, 15% were institutionalized, and the remainder were in other specialized settings.

2. **Highest Grade Completed.** Table 11 shows the highest grade completed by all respondents in the sample population. A review of the adjusted and cumulative frequency columns reveals that (a) about 40% of respondents received a high school education or less (Table 11, code line 14, cumulative frequency col-

umn); (b) 16% started college but didn't finish; (c) 2[illegible]% earned a bachelor's degree; (e) 15% a master's; and (f) 4% a doctorate.

Relative to the national population, the sample population in the DREDF survey is a well-educated group. In 1980, among all persons 25 years of age or older in the United States, (a) 68% of this population had a high school education or less, (b) 15% started college but didn't finish, and (c) 17% had a bachelor's degree or more formal education.[11] The national median school years completed was 12.5, as contrasted with 16.1 in the DREDF survey sample.

3. **Highest Grade Completed, by Gender.** Table 12 (below) shows the percentage of all male and all female respondents receiving various levels of education. The most striking feature of this table is the disparity between disabled men and women attaining graduate degrees beyond the Master's. The percentage of male respondents in this category is more than three times that of the female respondents.

Table 12.

Highest Grade Completed, by Gender (in%)

Range	Male	Female
High School or less	38	41
Started college, didn't finsih	22	20
BA	19	21
MA	14	16
Ph.D.	7	2
TOTAL	100	100

F. Main Work Now

Commensurate with the relatively longer periods of time spent in school by male respondents to this survey (noted above), answers to the questionnaire item on respondents' main work now (Table 13) indicates that 16% of the men are still students, while 13% of the women are. The unemployment rate (those actively seeking but not obtaining work) is almost identical for both sexes--just over 11%. Nearly half the sample population was fully employed, but the men are over-represented in this category relative to their sample population size; 48% of the men and 42% of the women surveyed have full-time paid jobs (variable tier 5). As with the non-disabled national population, this situation is reversed in the part-time employment category; 14.5% of the women and 10% of the men have part-time paid jobs.

G. Income From Working

Given the relatively high levels of education obtained by both women and men in the DREDF survey and the employment rates in both groups, income levels in the sample level verge on the appalling (see Table 14). Almost 45% of this population earns less than $2,500 per year (this figure is exclusive of cash and non-cash public benefits), including 47% of the women and 42% of the men. In each of the income categories from $2,500 to $15,000 there is a higher percentage of female respondents; and then, paralleling the national working population overall, the percentage of male respondents earning over $15,000 is exactly double that of the women (variable tier 4, line 3).

Table 13. Main Work Now, By Gender

```
SPSS BATCH SYSTEM                                                                    08/30/83        PAGE   75
FILE   SUBSET   (CREATION DATE = 08/29/83)
* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   MAINWORK  MAIN WORK NOW                                            BY SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  2

                      SEX
            COUNT   I
          ROW PCT   IMALE      FEMALE      ROW
          COL PCT   I                      TOTAL
          TOT PCT   I      0.I      1.I
MAINWORK  --------I--------I--------I
              1.  I    95  I   118  I    213
  STUDENT         I  44.6  I  55.4  I   14.5
                  I  16.3  I  13.4  I
                  I   6.5  I   8.1  I
                 -I--------I--------I
              2.  I     3  I    77  I     80
  HOMEMAKER       I   3.8  I  96.3  I    5.5
                  I   0.5  I   8.7  I
                  I   0.2  I   5.3  I
                 -I--------I--------I
              3.  I    66  I    99  I    165
  UNEMPLOYED      I  40.0  I  60.0  I   11.3
                  I  11.3  I  11.2  I
                  I   4.5  I   6.8  I
                 -I--------I--------I
              4.  I    24  I    32  I     56
  VOLUNTEER       I  42.9  I  57.1  I    3.8
                  I   4.1  I   3.6  I
                  I   1.6  I   2.2  I
                 -I--------I--------I
              5.  I   276  I   369  I    645
  FT PAID JOB     I  42.8  I  57.2  I   44.0
                  I  47.4  I  41.8  I
                  I  18.8  I  25.2  I
                 -I--------I--------I
              6.  I    59  I   128  I    187
  PT PAID JOB     I  31.6  I  68.4  I   12.8
                  I  10.1  I  14.5  I
                  I   4.0  I   8.7  I
                 -I--------I--------I
              7.  I    21  I    26  I     47
  RETIRED         I  44.7  I  55.3  I    3.2
                  I   3.6  I   2.9  I
                  I   1.4  I   1.8  I
                 -I--------I--------I
           COLUMN     582      883      1465
            TOTAL    39.7     60.3     100.0
(CONTINUED)
```

Table 14,

Income From Working,
By Gender

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SPSS BATCH SYSTEM                                                                           08/30/83        PAGE   77

FILE    SUBSET    (CREATION DATE = 08/24/83)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
    INCOME     INCOME FROM WORKING                              BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                         SEX
               COUNT   I
               ROW PCT IMALE      FEMALE      ROW
               COL PCT I                      TOTAL
               TOT PCT I       0.I       1.I
INCOME         --------I---------I---------I
                    0. I    228  I    372  I    600
  LT 2500              I   38.0  I   62.0  I   44.7
                       I   41.9  I   46.6  I
                       I   17.0  I   27.7  I
                      -I---------I---------I
                    1. I     45  I     72  I    117
  2501 TO 5000         I   38.5  I   61.5  I    8.7
                       I    8.3  I    9.0  I
                       I    3.4  I    5.4  I
                      -I---------I---------I
                    2. I     48  I    105  I    153
  5001 TO 10000        I   31.4  I   68.6  I   11.4
                       I    8.8  I   13.2  I
                       I    3.6  I    7.8  I
                      -I---------I---------I
                    3. I     57  I    127  I    184
  10001 TO 15000       I   31.0  I   69.0  I   13.7
                       I   10.5  I   15.9  I
                       I    4.2  I    9.5  I
                      -I---------I---------I
                    4. I    166  I    122  I    288
  15001+               I   57.6  I   42.4  I   21.5
                       I   30.5  I   15.3  I
                       I   12.4  I    9.1  I
                      -I---------I---------I
                COLUMN      544       798      1342
                 TOTAL     40.5      59.5     100.0

CHI SQUARE =    49.00176 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.19120
CONTINGENCY COEFFICIENT =    0.18769
LAMBDA (ASYMMETRIC) =  0.0      WITH INCOME    DEPENDENT.          =  0.06000 WITH SEX      DEPENDENT.
LAMBDA (SYMMETRIC) =  0.03921
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.01279 WITH INCOME   DEPENDENT.          =  0.02604 WITH SEX      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.01720
KENDALL'S TAU B =    -0.09304  SIGNIFICANCE =  0.0001
KENDALL'S TAU C =    -0.11016  SIGNIFICANCE =  0.0001
GAMMA =    -0.15619
SOMERS'S D (ASYMMETRIC) = -0.11429 WITH INCOME   DEPENDENT.          = -0.07707 WITH SEX      DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.09209
```

IV. DISABILITY AND EDUCATIONAL ATTAINMENT

A. Method

Subsequent to describing the sample population came the more complex task of searching for and assessing the significance of relationships among the variables described in the previous section of this report. Several standard methods of multi-variate analysis were applied to the sample population data base, the findings of which are more appropriately included in an extended technical report on the DREDF survey, rather than in the non-technical executive summary which this report is intended to be. Consequently, this concluding section describes only the procedure followed and results obtained in deriving what project data analysts consider to be the single most signficant finding of this research--concerning the relationship between degree of mainstreaming, severity of disability, and level of educational attainment.

The first step in this particular procedure was to convert the values of responses to the questionnaire item on educational placement in grades K-3, 4-8, and 9-12 into a single degree of mainstreaming variable. This was done by simply counting the number of times respondents indicated full-time placement in conventional classroom settings with non-disabled peers. Thus, an individual who was fully mainstreamed in all three grade ranges was assigned a value of 3. If a respondent was mainstreamed in two grade ranges (e.g., 4-8 and 9-12, but not K-3), the value would be 2, etc.

Table 15 (p.19a) depicts the distribution of respondents according to this value scale. It shows that about 40% of female and 43% of male respondents were never mainstreamed; and that about equal percentages of women and men were mainstreamed in one grade range (ca. 20%), in two grade ranges (ca. 10%), and throughout grades K-12 (about 28% of the sample population).

Once these values had been obtained, the next step was to undertake a two-way analysis of variance using degree of mainstreaming and effect of disability on everyday life as independent variables, and highest grade completed as a dependent variable. A two-way interaction was found between the two independent variables. This means that degree of mainstreaming and effect of disability on everyday life have a joint effect on highest grade completed. The Newman-Keuls post hoc procedure[12] was used to explore this interaction. The procedure looks at the means in all the cells, and determines which ones are, by statistical criteria, significantly different from eachother. Once we know this, we can make sense of the relationship between the variables.

B. Results

The outcome of this procedure is depicted in Table 16 (p. 19b). To make sense of this admittedly confusing array of data, remember that (1) the vertical scale (value tiers 0 through 3) represents degree of mainstreaming; (2) the horizontal axis (value columns 2, 3, and 4) represent effect on everyday life; and that the top number in each of the twelve cells is the average, or mean, number of years of schooling completed by

Table 15.

Degree of Mainstreaming by Gender

```
SPSS BATCH SYSTEM                                                    08/30/83       PAGE   79
FILE   SUBSET   (CREATION DATE = 08/24/83)

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
     NI        DEGREE OF MAINSTREAMING                            BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                   SEX
           COUNT  I
         ROW PCT  IMALE       FEMALE      ROW
         COL PCT  I                       TOTAL
         TOT PCT  I      0.I       1.I
NI       ---------I--------I--------I
              0.  I   255  I   358  I    613
                  I  41.6  I  58.4  I   41.2
                  I  42.8  I  40.1  I
                  I  17.1  I  24.0  I
                 -I--------I--------I
              1.  I   123  I   180  I    303
                  I  40.6  I  59.4  I   20.3
                  I  20.6  I  20.2  I
                  I   8.3  I  12.1  I
                 -I--------I--------I
              2.  I    59  I    93  I    152
                  I  38.8  I  61.2  I   10.2
                  I   9.9  I  10.4  I
                  I   4.0  I   6.2  I
                 -I--------I--------I
              3.  I   159  I   262  I    421
                  I  37.8  I  62.2  I   28.3
                  I  26.7  I  29.3  I
                  I  10.7  I  17.6  I
                 -I--------I--------I
          COLUMN      596       893     1489
           TOTAL     40.0      60.0    100.0

CHI SQUARE =     1.65985 WITH   3 DEGREES OF FREEDOM   SIGNIFICANCE =  0.6459
CRAMER'S V =    0.03339
CONTINGENCY COEFFICIENT =    0.03337
LAMBDA (ASYMMETRIC) =  0.0      WITH NI        DEPENDENT.          =  0.0     WITH SEX      DEPENDENT.
LAMBDA (SYMMETRIC) =  0.0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.00099 WITH NI       DEPENDENT.          =  0.00083 WITH SEX      DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.00087
KENDALL'S TAU B =     0.03420  SIGNIFICANCE =  0.1035
KENDALL'S TAU C =     0.03900  SIGNIFICANCE =  0.1035
GAMMA =      0.05233
SOMERS'S D (ASYMMETRIC) =  0.03653 WITH NI       DEPENDENT.          =  0.02518 WITH SEX      DEPENDENT.
SOMERS'S D (SYMMETRIC) =  0.02976
ETA =  0.03327 WITH NI          DEPENDENT.          =  0.03341 WITH SEX       DEPENDENT.
PEARSON'S R =  0.03327  SIGNIFICANCE =  0.0997

NUMBER OF MISSING OBSERVATIONS =       1
```

Table 16. Highest Grade Completed by
Degree of Mainstreaming &
Effect of Disability on
Everyday Life

```
SPSS BATCH SYSTEM

FILE   SUBSET   (CREATION DATE = 08/24/83)

* * * * * * * * * * * * * * * * * * *   C R O S S---B R E A K D O W N
    N1                                                        BY  AFFECT
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     HIGHGRAD  HIGHEST GRADE LEVEL COMPLETED
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                   AFFECT
              MEAN I
             COUNT I  A LITTLE    QUITE BI    IN EVERY      ROW
               SUM I              T           WAY           TOTAL
           STD DEV I         2 I         3 I         4 I
N1       ---------I-----------I-----------I-----------I
                 0 I⑩ 14.66 I ⑨ 14.70 I⑫ 11.66 I       14.00
                   I      262 I      143 I      117 I       522
                   I  3842.00 I  2102.00 I  1364.00 I     7308.00
                   I     4.13 I     4.72 I     5.74 I        4.85
                  -I-----------I-----------I-----------I
                 1 I⑧ 15.38 I⑦ 15.59 I⑪ 13.45 I       15.10
                   I      144 I       94 I       54 I       292
                   I  2215.00 I  1465.00 I   728.00 I     4408.00
                   I     4.44 I     3.91 I     5.25 I        4.49
                  -I-----------I-----------I-----------I
                 2 I⑤ 16.19 I④ 16.36 I⑥ 15.85 I       16.16
                   I       70 I       42 I       33 I       145
                   I  1133.00 I   687.00 I   523.00 I     2343.00
                   I     4.15 I     4.08 I     3.86 I        4.04
                  -I-----------I-----------I-----------I
                 3 I② 17.69 I① 18.10 I③ 16.67 I       17.66
                   I      214 I      134 I       63 I       411
                   I  3785.00 I  2425.00 I  1050.00 I     7260.00
                   I     2.84 I     3.01 I     3.29 I        3.00
                  -I-----------I-----------I-----------I
      COLUMN TOTAL      15.91       16.17       13.73       15.56
                          690         413         267        1370
                     10975.00     6679.00     3665.00    21319.00
                         4.05        4.21        5.35        4.47

NUMBER OF MISSING OBSERVATIONS =       120
```

respondents in that cell. Cells have also been rank-ordered in descending order by average number of years of schooling completed. The circled number in the upper left-hand corner of each cell represents the cell's location in that order.

As an example of how to interpret these data, consider the middle cell in the bottom row of the table. Its placement in the table indicates that this cell is comprised of respondents who were mainstreamed throughout grades K-12 (vertical axis value 3), and whose everyday lives are affected "quite a bit" by their disabilities (horizontal axis value 3). The top number in the cell, 18.10, indicates the average number of years of schooling completed by the respondents in this cell. The circled number, 1, shows that respondents in this cell on average completed more years of schooling than respondents in any other cell in the table. The second number down in the cell, 134, indicates the population size of the cell; while the bottom number, 3.01, is a measure of how far the number of years of schooling completed by each respondent in the cell deviates from the average depicted at the top of the cell. Compared to other cells, the standard deviation in cell #1 is relatively low, indicating that there were not a great many values either much higher or much lower than 18.10.

Conversely, review the contents of cell #12, in the upper right-had corner of the table. Respondents in this cell report that their disability affects their everyday lives in every way, and they received no education in a conventional setting with non-diasbled peers (i.e., were never mainstreamed). Understandably, respondents in this cell on average completed fewer years of schooling than any others in the sample population.

However, the most striking feature of Table 16 is not its extremes; rather, it is the arrangement of values in the cells between these extremes. Note, for instance, the strong, consistent correlation between degree of mainstreaming and highest grade completed throughout the table: cells 1, 2, and 3 are all populated by respondents who were mainstreamed throughout their elementary and secondary education. These three groups include mildly, moderately, and severely disabled persons; the two characteristics shared by these three groups are that they were all fully mainstreamed throughout gradeschool and on average they attained higher levels of education than respondents in the other nine cells of the table. Likewise, the tier comprised of cells 4, 5, and 6 contains mildy, moderately, and severely disabled respondents; the two features they have in common are that they were all mainstreamed for two-thirds of their primary and secondary education and that on average they achieved higher levels of education than respondents who were mainstreamed for only one third of that time or not at all.

This relationship between degree of mainstreaming and highest grade completed maintains a strong linearity when controlling for severity of disability. Consider, for example, the cells in the left-hand column of the table which are all populated by respondents reporting that their disability affected their everyday lives "only a little". Those who were fully mainstreamed throughout their pre-collegiate education (cell 2) attained on average nearly 18 years of education (graduate school), while those with progressively less history of mainstreamed educational placement attained progressively lower levels of education (cells 5, 8, and 10, respectively). The same holds true for the respondents in the right-hand column of Table 16, who as a group are the most severely disabled individuals in the sample population. Again, with remarkable consistency, those severely disabled respondents who were most fully mainstreamed have uniformly demonstrated higher levels of educational achievement (cells 3, 6, 11, and 12, respectively).

* * * * *

In summary, the results in Table 16 provide the strongest evidence now available that, controlling for the severity of a disabled woman or man's disabling condition, the earlier and more fully such individuals are integrated into conventional classroom settings with non-disabled peers, the higher they will go in terms of level of education completed. The results of this research therefore tend to confirm the wisdom and the effectiveness of the mainstreaming policy embodied in the Education for All Handicapped Children Act, insofar as that policy is intended to ensure equal educational opportunity for disabled children. Given the significance of this research finding and its implications for future policy implementation, we (the research staff) urge additional research by other investigators for the purpose of further studying the nature of the relationsip we have found.

Notes

1. 20 U.S.C. 3341-3348.

2. 45 Fed. Reg. 22730 (4/3/80).

3. As set forth in L. Kish, *Survey Sampling* (1965), and R. Babbie, *The Practice of Social Research* (1979).

4. Including the 1973 Rehabilitation Act as amended; the Education for All Handicapped Children Act of 1975; and the Developmental Disabilities Act.

5. National Center for Health Statistics, U.S. Department of Health and Human Services, *Current Estimates from the National Health Interview Survey: United States, 1978*, Series 10, No. 136 (1981).

6. Data summarized in Bureau of the Census, U.S. Department of Commerce, *Statistical Abstract of the United States* (102d ed. 1981) at 339, Table No. 555.

7. Id. at columns 1 and 2.

8. *Supra* note 5 at 3.

9. State statistics for the mentally retarded are reprinted in Office for Handicapped Individuals, U.S. Department of Health, Education and Welfare, *Digest of Data on Persons with Disabilities* (1979) at 12, Table 3.

10. Reprinted in the *Statistical Abstract supra* note 6, at 116, Table No. 186.

11. Source: *Statistical Abstract*, *supra* note 6, at 141, Table No. 232.

12. R. Kirk, *Experimental Design: Procedures for the Behavioral Sciences* (1969).

Mr. HAYES. Ms. Jensen.

STATEMENT OF PATRICIA A. JENSEN, EXECUTIVE DIRECTOR-DESIGNATE, NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS, APPEARING ON BEHALF OF MARCILYN LEIER, CHAIRMAN, NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS

Ms. JENSEN. Mr. Chairman and members of the subcommittee, I am Patricia Jensen, the executive director-designate of the National Advisory Council on Women's Educational Programs. I am delighted to have this opportunity to speak with you about our mutual concern—educational equity for women.

The chairman of the council, Marcilyn Leier of Roseville, MN, had hoped to be here this morning to speak with you. However, she has been called back to Minnesota and asked me to read her statement for you. The following is that statement.

The National Advisory Council on Women's Educational Programs is a 19-member council, 17 of whom are nominated by the President and confirmed by the Senate. Our ex-officio members are the Director of the Women's Bureau of the U.S. Department of Labor and the staff director of the U.S. Commission on Civil Rights.

The Council works through its three standing committees—civil rights; Federal policies, practices and programs; and Women's Educational Equity Act.

Beginning with the first council appointed in May 1975, members have had extensive experience in education and women's concerns. In fiscal year 1983, the council initiated its ambassadorship project which produced a videotape entitled, "Countdown to Success." This videotape is used to inform the public, educational administrators and students of the unlimited career choices available to them under existing legislation. "Countdown to Success" features Dr. Sally Ride and other successful women in the fields of mathematics, science and sports to encourage women and girls to pursue these disciplines.

Also during fiscal year 1983, council members made several visits to WEEA grant projects. Several excellent projects surfaced. I would like to highlight a few of them for you this morning, the first one being Gallaudet College in Washington, DC. This project focuses on the need to provide broader occupational options to adult deaf women. Deaf women are still concentrated in a relatively narrow range of occupations, are underemployed relative to educational level and suffer in comparison to both hearing women and deaf men in terms of occupational attainment.

This project developed and disseminated occupational choice training materials for use with school and vocational rehabilitation counselors. These materials provided an awareness of the occupational needs of deaf women.

Another project that we felt was quite outstanding was one from Georgetown University, Washington, DC. George Washington University developed a model program of interinstitutional collaboration in order to prepare underemployed women for professional advancement. A local school district here in Washington, a community college and the university worked together to arrange schedules. They also arranged release time for practice teaching. University professors taught in community college classrooms offering classes in the evenings and on the weekends.

As a result, 20 minority women graduated with certification for both elementary and special education teaching. This highly replicable model is described in detail in a how to workbook called, Equity Through Access, and is available from the George Washington University.

The final project that I would like to highlight for you this morning is the one that Mr. Robert Funk has described to you. We, too, feel that his project is a model project. It is the disability rights education and defense fund disabled women education equity project from Berkeley, CA. This 3-year grant went to the disabled women's equity project to improve counseling programs for disabled girls and young women. This grant developed curricula and approaches to training disabled women in civil rights, education and career opportunities.

The project conducted a series of conferences for disabled women, aged 16 through 25, focusing on education and work issues. A role model book that you now have called No More Stares was produced and has been enthusiastically received by educators around the country.

Further significant private sector involvement and partnerships have been developed through community interest in support of this project.

As you can see, over the years, WEEA has produced a quantity of exemplary models and products, such as those I have mentioned this morning to assist in promoting sex equity. It is time for these models to be replicated and products to be utilized by educational institutions and private groups.

The major weakness of the WEEA line of products, as has been noted by classroom teachers, administrators, demonstration site directors, annual WEEA project director conference participants, former and current council members alike, is that there are too few materials available for preschool and elementary school use.

Additionally, those on the market are often not readily adaptable to classroom use. As a result, if WEEA is reauthorized, the Council recommends the following: That Congress amend the current statute to allow local and State education agencies to receive funds for developing practical materials by triggering tier II of the Women's Educational Equity Act at one-half of the WEEA appropriation.

This would allow classroom teachers and local communities, those who best know elementary school needs, to develop usable materials. In addition, the Council recommends that grants be more equitably distributed on a geographic basis, as already required by statute.

Currently, three major areas receive the bulk of grant awards each year. To sum up, today a variety of materials exist to aid and influence educational opportunity for women and girls. However, the Council feels that there is still a deficiency in completing the intent of the Women's Educational Equity Act. That is the lack of funding for tier II, which would provide assistance to local education agencies in implementing title IX. That is why we have recommended to you this morning that if you reauthorize WEEA, half of any appropriation be allocated for tier II.

Thank you so much for allowing me to appear before you this morning.

Mr. HAYES. I thank the both of you.

Just let me advise you that the House is in session at this time and we may have to be interrupted to go vote because we are dealing with the important matter of a budget, which has relationship to the issues which you are bringing out here. So I would like to suggest that instead of reading the whole statement, if the next witness could just summarize it, to some extent or highlight it, to some extent, we may be able to conclude this phase of the hearing without being interrupted.

Dr. Wolfe, go right ahead.

Dr. WOLFE. I won't read the entire 30 pages.

Mr. Chairman, I am Leslie Wolfe, director of the Project on Equal Education Rights of the NOW legal defense and education fund. Until September 16, 1983, I was director of the Women's Educational Equity Act Program, a position which I had held since August 1979.

As you know, I have prepared a lengthy statement which I have submitted for the record, but I will summarize it as rapidly as I can.

Mr. HAYES. The complete statement will be entered into the record.

[Prepared statement of Dr. Leslie Wolfe follows:]

PREPARED STATEMENT OF DR. LESLIE R. WOLFE, DIRECTOR, PROJECT ON EQUAL EDUCATION RIGHTS OF THE NOW LEGAL DEFENSE AND EDUCATION FUND

Good morning Chairman Perkins and members of the Subcommittee. I am Leslie R. Wolfe, Director of the Project on Equal Education Rights (PEER) of the NOW Legal Defense and Education Fund. Until September 16, 1983 I was Director of the Women's Educational Equity Act (WEEA) Program, a position which I had held since August of 1979. I believe this Committee is aware of the circumstances of my unwilling departure from the Department of Education; a copy of my earlier statement regarding the reorganization of the Office of Elementary and Secondary Education, and its relationship to New Right attacks on the WEEA Program during the preceding two years, is attached to my testimony for inclusion in the record of this hearing.

I am honored to appear before you again, this time as the Director of one of the Nation's leading non-profit organizations devoted to educational equity for women and girls. I am pleased to have the opportunity to present testimony to this Committee in preparation for reauthorization of the Women's Educational Equity Act. I hope that my experience as Director of this program during the most turbulent years in its short life will offer some valuable insights that will be of use to your deliberations. As is my custom, I have prepared a lengthy statement which I would like to submit for the official record of this hearing; at this time, I will summarize its major points.

As Vice-Chair of the National Coalition for Women and Girls in Education, I enthusiastically support the recommendations which our Chair, Barbara Stein, is presenting to you today. Further, she is presenting the report of the Coalition's Citizens Council on Women's Education, which describes the findings of its careful evaluation of WEEA-funded projects; the report, Catching Up: A Review of the Women's Educational Equity Act Program, describes several of the exemplary programs developed with WEEA support and shows how and why they have been effective.

As a result of its extensive evaluation of the WEEA Program, the Citizens Council concluded that "clearly, the Women's Educational Equity Act has contributed significantly to progress toward the national goal of a quality education for women as well as men. But it is equally clear -- and fully understandable, in view of the enormity of the problems of sex bias in education -- that much more remains to be done. The Federal role of providing leadership in this long term effort remains as crucial today as when Congress held the 1973 hearings which led to the passage of WEEA. The experience and the tools derived from the eight years of the WEEA program will serve to shape a revised statute, designed to meet the current needs of the educational system, our society, and especially the girls and women who comprise a majority of our population."

But you have all supported WEEA during the past several years; you are familiar with its accomplishments. Why, you might ask, do we still need this program? The obvious answer is the one provided by the Citizens Council report -- despite WEEA's success, much remains to be done to ensure true equality of educational opportunity for women and girls; and WEEA is the only federal program designed solely to provide programmatic support for positive efforts to ensure sex equity at every level of education.

With a very tiny amount of money relative to the entire federal education budget, the WEEA Program conducts a remarkably cost-effective operation. Its statutory mandate requires that its funds be used only to support development, demonstration, and dissemination of model equity programs and materials. Although each program is developed in a particular school and community and thus provides its benefits to a particular locality, its purpose is not simply to improve the quality of education for women and girls in that school or community. Rather, its purpose is replication and dissemination.

The career development curriculum for rural high school students developed by Dartmouth College, for instance, can be used in Alabama, New Mexico, and Idaho as well as in New Hampshire. The curriculum materials and teacher training guides on America's Women of Color developed by the St. Paul Minnesota Public Schools can be used by teachers in elementary and secondary schools throughout the country. The teacher training manuals developed by Educational Testing Service to help teachers identify sex stereotyping and bias in classroom interactions, and to eliminate it, can be used in pre-service and in-service training programs for teachers in every school district and College of Education.

As you can imagine, I could list dozens of others. Instead, I will attach a copy of the WEEA Publishing Center's 1983 catalogue, which describes these and more than 200 other WEEA projects that are available to the public. I offer these few examples to point out that WEEA funds are not intended to provide general support for ongoing school programs, but rather are to be used to create tools such as these and to make them available to schools.

In fact, these materials and programs can be worth more than cash to school districts and colleges seeking help in implementing equity programs for their students and faculties. It would hardly be cost-effective to expect each of this Nation's 16,000 school districts and its hundreds of colleges and universities to develop the same new training and curriculum materials. These developmental and dissemination activities can only be funded through a federal program; it would be extravagent for each of the states to duplicate these activities. Further, only with federal support can the products developed by WEEA grantees be published and disseminated at cost -- thus ensuring their widespread availability to parents, students, teachers, administrators and community activists in school districts and colleges across the country.

Further, WEEA's mandate covers the entire educational system and its policies and procedures. Its programs promote educational equity at every level -- from preschool to adult education -- and develop a variety of mechanisms to achieve its goals. Thus, in addition to funding projects that promote voluntary compliance with Title IX, WEEA also supports projects which foster an awareness of equity needs among educational leaders and show them how to implement, in practical ways, their commitment to equality and fairness. WEEA also supports a wide range of projects that tackle deep-rooted barriers -- both attitudinal and institutional -- which prevent even well-intentioned administrators from conducting equitable education programs.

In its recent report, A Growing Crisis: Disadvantaged Women and Their Children, the Commission on Civil Rights analyzed the long term effects of sex stereotyped education and training on women's economic status, and concluded:

> When a woman's education has not adequately prepared her for employment, she and her children may be destined to live in poverty.

According to the Bureau of Labor Statistics, 90 percent of today's girls will be employed outside the home for 25 to 45 years; 20 percent will be responsible for the survival of others as sole heads of households and the remaining young women will, at minimum, share responsibility for their families with a husband or will be self-supporting for most of their adult lives. The education of today's girls will affect their ability to provide for themselves and their families when they are tomorrow's women.

Since 1980, WEEA has been the only source of federal funds for projects that address double -- and often triple -- jeopardy caused by discrimination, bias and stereotyping on the basis of race and sex as well as disability and sex. Instead of focusing on temporary, remedial efforts to "help" the victims of such discrimination, WEEA has supported projects that seek to eliminate institutional barriers facing women of color and disabled women. WEEA has funded projects that seek to empower women to take control of their own lives and to develop new strategies to combat dual bias, stereotyping and discrimination. In the process, I believe that WEEA has raised the consciousness of educators, administrators, parents, and employers to the particular concerns of racial and ethnic minority women and disabled women.

In fact, prior to 1980, you could not find any programs or activities focused specifically on the educational needs of disabled women; base-line data on educational attainment and career options did not exist. And disabled women and girls continued to be educated for dependency and docility. In part because of WEEA's support for disability rights projects and for curriculum and training materials on disability and sex bias, these issues now have entered the public consciousness.

I hope you will indulge me if I say that this is the achievement of which I am most proud -- that WEEA has been in the vanguard of efforts to ensure educational equity for women and girls of color and disabled women and girls. Women who suffer the "double whammy" of race/ethnicity or disability discrimination -- coupled with sex discrimination -- are the members of this society who are relegated to the bottom of the economic ladder. To the extent that they are denied an equal educational opportunity, they and their children are denied the opportunity to lead economically productive lives and to reap the benefits of any economic recovery or any American dream.

WEEA grantees have been leaders in the struggle to ensure equality for women of color. The Organization of Chinese American Women, the Ohoyo Resource Center for Native American Women, the Bay Area Bilingual Education League, the Blackfeet Community College (a tribal college whose President is a woman), Asian Women United, the Atlanta University Center, and many many others have conducted unique and highly successful projects. These projects are described in the WEEA Annual Reports and several are evaluated in the Citizens Council report mentioned earlier.

WEEA grantees also have been in the forefront of efforts to address sex and disability bias and discrimination. Robert Funk, Director of the nationally-respected Disability Rights Education and Defense Fund (DREDF), will present testimony today about DREDF's invaluable work. Other grantees have developed career education materials, preschool curriculum materials, and audiovisual products with WEEA support. These projects have broken new ground in eliminating sex, race, and disability bias.

In its eight years of life, WEEA has funded over 400 exemplary programs. In fact, WEEA has been responsible for the initial funding of many of the country's most successful projects -- including, for example, the Math/Science Network. WEEA also has shared responsibility for funding other projects -- such as the American Association of School Administrators' Project AWARE, which continues to provide training and inspiration for women seeking to rise in the ranks of school administrators.

But it would be impossible to expect that eight years of WEEA could complete the work mandated by its statute -- "to provide educational equity for women in the United States." Much remains to be done. As attitudes change, as parents, teachers, administrators and students become more aware of the negative effects of sex, race, and disability bias, as they begin to implement new equity programs, the demand for new materials increases.

In particular, we know that there is a great need for more teacher guides, textbooks, and audiovisual materials for use in the classroom, especially at the middle school level. The National Women's History Week Project -- also funded by WEEA -- has uncovered a tremendous demand for more curriculum materials on the historical contributions of women, particularly women of color, in the United States and the world. Materials promoting voluntary compliance with both the letter and the spirit of Title IX are in demand, as are programs designed to assist educational leaders to ensure that hiring, promotion, and compensation of teachers and administrators are conducted in a non-discriminatory manner. In addition, many materials developed in the early years of WEEA are -- as is the case with all educational materials -- becoming obsolete; these must be revised or replaced with new products appropriate for the 1980s and 1990s.

Finally, new issues are constantly emerging. For example, WEEA funded many pioneering projects aimed at expanding the participation of young women in mathematics and science courses and careers. These programs laid the foundation for current WEEA efforts to ensure equitable access for girls to computer education. In fiscal year 1983, for the first time, WEEA funded eight projects on computer equity; once again, WEEA apparently is the only program devoting substantial resources to this emerging issue, and its work has just begun in the important new area of computer equity.

Why, then, does the Reagan Administration propose to abolish the Women's Educational Equity Act?

Several reasons have been provided by Administration officials for their recommendation that WEEA be terminated. First, the Administration states that WEEA has funded between $40 and $60 million dollars worth of materials, and that is enough. However, even the President's own National Advisory Council on Women's Educational Programs (NACWEP) believes that more curriculum materials for the classroom teacher need to be developed and that gaps remain in WEEA's funding. The Council plans to conduct hearings around the country -- at substantial cost to the government -- in an attempt to determine what selected individuals believe the WEEA program should be funding in the coming years. Their recommendations will be reported back to the Department within the next year, I presume.

Indeed, although the Reagan-appointed NACWEP differs with educational equity advocates and the Congress about the real purpose of the Act, they so far have not stated that the WEEA Program is no longer needed. In fact, the Vice Chair of the National Advisory Council beseeched Secretary Bell to include funds for WEEA in the Administration's 1985 budget. In a letter to the Secretary last December, she stated that: "I feel very strongly that in the Administration's budget this year the funding for the Womens' Equity in Education Act under Title 9 [sic] should be continued and not listed at zero budget as had been done in previous years."

However, her reasons for taking this position were political rather than substantive. And I quote: "Congress has always reinstated the funding and I think it very important for the President in his commitment to equity for women in education to be sending the right signals through his budget message. Since these funds would be reinstated by Congress anyway, I think it important that the President receive credit for the grants and programs," (italics added). At least she agrees that the grants and programs supported by WEEA are good enough that she wants the Administration to take credit for them!

The NACWEP Vice Chair concludes her letter to Secretary Bell with a message that I would also wish to convey: "While I recognize the great problem facing us in the form of the Federal Deficit, I still feel this is *a small amount of funding with a significant message attached to it*," (italics added).

But the Reagan Administration ignored this plea, continuing to claim that WEEA has produced enough materials, and that its focus should be primarily on dissemination of these materials. Yet, during the past two years, the Administration has made powerful efforts to prevent the publication of materials developed by WEEA grantees. For example, in 1983, eight out of 10 projects submitted to the Department's newly-established Publications and Audiovisual Advisory Committee (PAVAC) were rejected, despite the fact that the Committee reviewed only brief forms describing the projects and never evaluated the materials themselves. The Committee rejected these products -- which already had passed the rigorous peer review process established by the WEEA Program through its Publication Center -- because they allegedly lacked "essentiality," "cost effectiveness," and "appropriateness of materials to achieve stated goals." I should note that one of these eight projects was reviewed a second time and approved a year later -- but *only* as a result of Congressional inquiry. If Mr. Conte had not expressed interest in his constituent's excellent materials, I can assure you they would not have been approved. In fiscal year 1984, 17 new products have been awaiting PAVAC approval. Thus, as a result of PAVAC's intervention, the WEEA Publishing Center's work has ground to a halt. In 1983, only three new products were published -- one which had been approved prior to establishment of PAVAC and the two which PAVAC approved. No products have been published during the first half of fiscal year 1984. In my view, to fund the development of materials and then forbid their publication and dissemination to those who need them is the worst possible waste of the taxpayers' money. Yet it still is questionable whether the Administration has ever truly intended to publish and disseminate any WEEA-developed materials. In 1983, the Department refused to issue the request for proposals (RFP) for the new contract to continue the WEEA publishing function. The WEEA Program had intended to conduct an open, national competition to establish a new publishing center, as required by procurement rules. But the draft RFP that the WEEA Program submitted to the Assistant Secretary for Elementary and Secondary Education was simply held in his office for several months, until all contracts office deadlines had been missed and the time had run out for a competitive process.

Unless Mr. Conte had once again intervened, the WEEA Publishing Center would have been closed last September (1983) and would not have been replaced by another dissemination mechanism. Instead, because of Mr. Conte's concern, the Department reluctantly agreed to a one-year, non-competitive extension of the old contract to the Education Development Center. To date, the RFP for the new 1984 contract still has not been issued by the Department, although the current one-year extension expires on September 30, 1984. Are we to assume that the WEEA Publishing Center will simply be permitted to expire and that the 1984 funds intended for its continuation will be used for other purposes?

But the Administration's major argument for termination of the WEEA Program reflects its lack of understanding or concern for the statutory mandates enacted by Congress. The Administration repeatedly states that educational equity activities currently supported by WEEA can be carried out by the individual states, using their Chapter 2 (block grant) funds. Not only does this ignore the issue of cost-effectiveness, but it also ignores section 561(a) of the Omnibus Budget Reconciliation Act (the Education Consolidation and Improvement Act) of 1981, which explicitly excludes WEEA from the block grant.

In addition, all evidence currently available indicates that schools are not choosing to spend their limited Chapter 2 monies on equity activities. For example, the American Association of School Administrators (AASA) conducted a study of 2,500 school districts in 1983; only 5.7 percent spent money on activities previously authorized under the Emergency School Aid Act (ESAA), with an average expenditure of $871. Only 4.7 percent spent money on desegregation training and advisory services authorized under Title IV of the Civil Rights Act, for an average expenditure of a mere $94. The report concludes that "ninety-four percent of the school districts surveyed are not using Chapter II funds for desegregation purposes. The lack of funds to promote equal educational opportunities for all students is clear."

In the introduction to this report, the AASA states its own support for efforts to ensure "the reduction of paperwork burdens and the maximizing of local control." But they also realize that if the federal government is serious about equal educational opportunity, it must maintain specific mandates to ensure that money is spent and that programs are implemented.

I would suggest to you that all of the Administration's reasons for terminating WEEA are simply rationalizations for its real purpose -- to abolish strong federal support for educational equity for women and girls -- whether it is through attacks on Title IX or by elimination of the Women's Educational Equity Act.

At least the Administration is consistent. It has attempted to abolish the WEEA Program since 1981, when Mr. Heatherly's Heritage Foundation first recommended it. I need not repeat the litany of attacks on the WEEA Program -- from the Conservative Caucus, Human Events, and Conservative Digest magazine, and the former Deputy Undersecretary for Management in the Education Department, Charles Heatherly. From its failed efforts to incorporate WEEA into the block grant and thus eliminate it, through its annual proposals to zero fund the program, to the reorganization which abolished the position of Director and placed the program in the bureaucratic basement, the Administration has vigorously attacked the Women's Educational Equity Act and its purposes. This latest attempt, despite pleas from such staunch Administration supporters as the Vice Chair of the National Advisory Council on Women's Educational Programs, reveals the Administration's single-minded policy.

I should add that recent events in the Department have revealed the hypocrisy of Mr. Heatherly's statements to this committee last spring, that the reorganization and downgrading of the WEEA Program were simply designed to improve "efficiency" and that these actions were not, as he put it, part of "an attempt to gut, absorb, or destroy any of the programs in the Office of Elementary and Secondary Education." Although Mr. Heatherly stated that "the current operations of those programs will not be disrupted and program integrity will not be compromised by the reorganization," we have found that the WEEA program's operations have indeed been disrupted. Is it in the name of "efficiency" that the Department has refused to issue an Annual Report describing the projects funded by WEEA in 1983? As you know, Annual Reports have been published in every year since WEEA's inception, to provide members of Congress and the general public with the opportunity to know how tax dollars were spent. Unfortunately, no information now is available about the 68 projects funded by WEEA in 1983.

The Administration has not been reticent to attack the WEEA Program, in the words of the Conservative Digest, as a "money machine for a network of openly radical feminist groups." Mr. Heatherly told this committee, in a joint hearing with the Committee on Post Office and Civil Service Subcommittee on Investigations, that his belief that the WEEA Program is the "feminist network feeding at the Federal trough" is, in fact, "consistent" with the Administration's policy for WEEA which, as Mr. Heatherly also pointed out, has been to eliminate the Program by including it in the block grant or zero-funding it, or preventing its reauthorization.

In response to these unsubstantiated, flamboyant attacks, the report of the Citizens Council on Women's Education provides data on the distribution of WEEA funds from 1976 through 1983. Far from being a "money machine" for radical feminist groups, WEEA has awarded 39 percent of its funds to institutions of higher education, 3.5 percent to State Education Agencies, 13.7 percent to local educational agencies (for a total of 56.2 percent -- more than half -- to educational institutions), 6 percent to individuals and 20.8 percent to non-profit organizations -- ranging from the Educational Testing Service to the American Association for the Advancement of Science. Women's non-profit organizations received 17.1 percent of WEEA's grants. And, between 1980 and 1983, WEEA grants were awarded in 43 states, the District of Columbia and Puerto Rico.

But I know that all of you are familiar with the recent history of the WEEA Program. What few people realize, however, is that the Administration's position in an apparently unrelated case, the United States of America v. Board of Education of the City of Chicago is likely to achieve its ultimate purpose of eliminating the WEEA program. The Chicago school district sued the Department of Education for refusing to abide by the consent decree, signed in 1980, in which the Department agreed to provide available funds, probably from the Emergency School Aid Act (ESAA) to assist Chicago in desegregating its schools. The Emergency School Aid Act was abolished and incorporated into the block grant in 1981, at the request of the Reagan Administration, which then indicated that ESAA funds no longer were available for Chicago. As a remedy, the federal district court froze fiscal year 1983 Education Department discretionary funds until an agreement could be reached that would ensure that the Department met its financial obligations to Chicago. Among the frozen funds were the total appropriations for WEEA and Title IV of the Civil Rights Act. The problem lies not with Chicago -- which went to court as a last resort to force the government to live up to its obligations. Rather, the problem lies in the Reagan Administration's defense of the case.

Apparently, the Administration's pronounced desire to defund and dismantle the programs included in the court order contributed to its poor representation of the interests of these programs and their grantees. Initially, for example, the Departments of Education and Justice did not even bother to inquire about the impact of the lower court's ruling on these programs; this omission led to the court's erroneous finding that no current program would cease its activities on account of the court's ruling. When the Administration belatedly decided to bring to the court's attention some idea of what was at stake, it completely failed to mention WEEA, thus making it impossible for the court to evaluate the impact of its order on the WEEA program; clearly, providing the entire WEEA appropriation to Chicago would result in the termination of all of WEEA's activities. One must wonder whether the Administration can provide representation adequate to protect the future integrity of both Title IV and WEEA -- programs it has consistently and repeatedly sought to dismantle.

Although the Administration did appeal the court's order, it did so only to protect its exclusive discretion to designate the expenditure of Department of Education funds. What is at stake, however, is not only a separation of powers principle. Underlying this controversy is the very real and immediate dilemma of how to enforce the Department's obligations to the children of Chicago without sacrificing the Congressionally mandated programs designed to ensure bias-free education to children throughout the country.

An eleventh-hour solution -- a stay of the court's order -- enabled WEEA and Title IV grants to be awarded at the end of fiscal year 1983. This solution was made possible by a special appropriation of funds ($20 million) for Chicago; thus, once again, the Congress was required to intervene to ensure that Congressional mandates are implemented by this Administration.

Because this solution was merely a stop-gap measure, the problem returns with fiscal year 1984. And this year, the Administration apparently will not appeal the court's order, thus allowing WEEA and Title IV funds to be used to fulfill the government's obligation to Chicago. If this occurs, the Administration will have succeeded in abolishing WEEA without recourse to this Committee or to either the authorization or appropriations process of the Congress.

But I am here today assuming that you will not permit this to happen. It is my purpose to urge you to reauthorize the Women's Educational Equity Act, and to make several changes that will strengthen it.

Among the lessons we have learned from the events of the past three years, perhaps the most impressive is that an Administration that chooses to counteract the will of Congress can and will do so unless statutory mandates forbid it. Thus, I believe that the Congress must amend the Women's Educational Equity Act to ensure that its intent is explicitly stated. Only through the use of prescriptive language can Congress guarantee that the integrity of a program such as WEEA will be maintained. Such language will clarify the purpose of the Act, require that the Program continue to support dissemination activities, require that individuals selected to serve on the Advisory Council have some relevant expertise, and insist that the Program be administered by the Department in an appropriate manner.

Purpose of the Act: The opening section of the statute states that "the Congress finds and declares that education programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society." Unfortunately, this finding still is accurate although not to the same extent as when it first was written ten years ago, thanks to Title IX, WEEA, and local advocates for equity. To reflect current realities in public education, this section now should include an additional statement that addresses a national concern for the outcome of current and future efforts to improve the quality of public education.

Since the spring of 1983, numerous reports have expressed grave concern over the apparent decline in the quality of the American public education system. The achievement of "excellence" in education has become the single goal of educational reform; but the recommendations made in these reports, beginning with the Education Department's A Nation At Risk, have largely ignored the educational needs of more than half the population -- women and girls. Until very recently, the dialogue on achieving excellence in education generated by these reports has failed to address the importance of ensuring equity for women, minorities and disabled students. I believe that it is important to express Congress' belief that equality is an essential component of quality; therefore, I would recommend that the findings section of the Act include the following statement: "The Congress finds and declares that excellence in education cannot be achieved without equity for women and girls."

In addition, I would strongly suggest that a third purpose be added to the opening section of the Act, to ensure that the WEEA Program will continue to specifically address issues of double discrimination based on race and sex bias as well as disability and sex bias. Since the 1980 funding cycle, the regulations governing the WEEA program have included funding priorities for "model projects on educational equity for racial and ethnic minority women and girls" and for "disabled women and girls."

The regulations also require that all funded projects address the diverse educational equity needs of women and girls of color and disabled women and girls, thus ensuring that these funding priorities are not used as limited setasides or quotas. However, these policies are established only by regulation and hence are subject to change by an Administration that is not concerned about these populations of women. The problems attendant on double discrimination -- which is based on immutable factors such as race, disability, and sex -- are intransigent and serious enough for the statute to require that they be addressed throughout the Program's activities. In addition, I join the Coalition for Women and Girls in Education in proposing that double discrimination based on both sex and age also be included; women, whether they are deemed "too young" or "too old," frequently find that sex discrimination is augmented by discrimination and stereotyping based on their age.

The amended purposes section of the Act therefore should include the following new language: "It is also the purpose of this part to provide educational equity for women and girls who suffer multiple discrimination, bias, and/or stereotyping based on sex plus race, ethnic origin, disability, and/or age."

Grant and Contract authority: Under this section of the Act, six authorized activities are established which address a wide range of educational programs and activities -- including textbook and curriculum development, teacher training, research and development, guidance and counseling, opportunities for adult women, and programs for women in vocational education, physical education, and educational administration. The current statute allows these issues to be addressed through "demonstration, developmental, and dissemination activities of national, statewide, or general significance."

In order to ensure that the Department does not eliminate these types of activities and substitute others -- technical assistance or conferences to promote Administration policies and points of view, for example -- I would strongly recommend that the language of this section be prescriptive rather than permissive. The statute should read: "The activities shall include" rather than "may include" -- "(1) demonstration, developmental and dissemination activities of national, statewide, or general significance."

This may seem an insignificant point, but I would remind you that in fiscal year 1982 the Office of the Secretary of Education took almost $40,000 of WEEA money away from the grants program to fund four small conferences designed to promote the Administration's concern for women in educational administration. To my knowledge, these conferences have not produced any reports or significant results; nor did they develop any new ideas or models in the area of educational administration, an area in which WEEA had already funded numerous major projects. The political purpose of these conferences was never denied and was made clear in memoranda circulated in the Department. I would propose that such abuses of administrative discretion be prohibited in the future through explicit statutory definitions of the Secretary's grant and contract authority.

Small Grants: The Women's Educational Equity Act of 1974 established a small grants program to fund projects that would develop what the statute called "innovative approaches" to educational equity for women; these small grants were to be limited to $15,000 each and were designed to ensure that small organizations and individuals with big ideas would have the opportunity to develop and test them. When the Act was reauthorized in 1978, the purpose of the small grants program remained unchanged, though the dollar amount was increased to $25,000.

After eight years of supporting these highly successful small grants projects, I believe it is time to target our attention more specifically on areas most in need of "innovative approaches." The statute should clarify the purposes for which these funds may be awarded, including: "projects to develop comprehensive plans for implementation of equity programs in state and local educational agencies, and institutions of higher education; innovative approaches to school-community partnerships; new dissemination and replication strategies; and other innovative approaches to achieving the purposes of this part." In addition, once again the funding level should be raised, from a maximum of $25,000 to $40,000 for each small grant.

Dissemination: The WEEA Publishing Center, conducted by the Education Development Center in Newton, Massachusetts under a contract with the WEEA Program, has been one of the most successful, cost-effective activities of WEEAP. Until recently, when the current Administration began to tamper with the product review and publications process, the Publishing Center functioned effectively and had produced over 200 WEEA-generated products for widespread dissemination. Although limitations in funding have precluded a massive dissemination effort, new strategies for a multi-faceted publishing and dissemination process were in development prior to the Reagan Administration's efforts to eliminate WEEA. During my tenure as Director, the WEEA Program discussed the need to diversify its publishing and dissemination activities to include not only the publishing center but also dissemination by grantees and by other Department divisions such as the National Institute of Education; we also had initiated plans to interest commercial and academic publishing houses in WEEA products, thus spreading our wealth throughout the private sector. All of these efforts have been halted, of course, during the past three years.

To ensure that Congressional intent is implemented and that effective dissemination mechanisms are developed for WEEA materials, I recommend that Congress add a new section to the statute, entitled "Dissemination," stating that: "the Secretary shall establish a mechanism, through the Office of Women's Educational Equity, to evaluate, produce, and disseminate at low cost, all products developed under this part." This would provide the Department with sufficient flexibility to determine the most effective strategies for publishing and disseminating WEEA materials. At minimum, I would recommend that the Department continue its support for a WEEA Publishing Center, under contract to the WEEA Program.

Further, a statutory mandate such as this would reflect Congressional intent that the WEEA Program must remain cost effective -- that the hundreds of excellent products developed and demonstrated by its grantees must be produced and distributed to their target audiences. It is, I believe, the responsibility of the Department to ensure that the model projects it funds are shared as widely as possible and that they do not languish unused on library shelves at 400 Maryland Avenue.

National Advisory Council on Women's Educational Programs: I have worked closely with the National Advisory Council since its first year. During the first half of my tenure as Director of the WEEA Program, I found the advice and recommendations of the Council to be invaluable. In large part because its members and Executive Director were knowledgeable about educational equity issues from their diverse backgrounds in the field, and in large part because they took a serious professional interest in the WEEA Program, the Council was able to produce important reports on new issues -- the educational needs of rural women, for instance -- and to conduct sound evaluations of the WEEA Program.

All of that changed with the current Administration, which terminated the existing members of the Council and appointed new members whose credentials were primarily political rather than educational and whose avowed purpose was to support the Administration's policies rather than to implement the Council's mandate. Had the Council retained a qualified, expert staff, we might have felt reassured that the Council would not be politicized. But, the new Council's first act in 1982 was to fire the longtime Executive Director (her staff followed shortly thereafter) and employ as Executive Director a woman whose only prior experience had been her recent testimony in opposition to the Women's Educational Equity Act.

Finally, the Council has issued only one report -- its required Annual Report, which includes its minimal evaluation of the WEEA Program; the Council has not conducted hearings or public meetings on important issues, nor has it attempted to work cooperatively with the WEEA Program in any way. Finally, among the very few resolutions passed by this Council is one which ensures its full support for the President's policies regarding educational equity for women -- whatever they may be. Substantive recommendations have been rare and usually have reflected a vast ignorance of the statute, including, for example, the recommendation that half of all WEEA funds be used for scholarships to talented high school girls seeking to study math and science in college. Of course, WEEA's statutory guarantee that men and boys will have equal opportunity to participate in funded projects would in itself make such a proposal unacceptable; further, WEEA's authorized activities do not include provision of scholarships to individuals for their own courses of study.

To ensure that the National Advisory Council on Women's Educational Programs is able to carry out its mandate, the Congress must guarantee that its members have some expertise in educational equity for women. I would recommend, therefore, that requirements for membership be added to the statute which should state that members are ... "individuals, broadly representative of the general public who: are experts in a wide range of issues of educational equity for women at all levels of education, including preschool, elementary and secondary education, higher education, vocational and adult education; are representative of and expert in the educational needs of racial and ethnic minority women and disabled women. The Council's members shall include both women men who have demonstrated commitment to and expertise in the purpose of this part."

I regret that it is even necessary to mention that the Council's membership must include men; in prior years, this was taken for granted and each slate of members for the Council included men. In the Reagan Administration, however, the Council is apparently seen as a "ladies auxiliary," and includes only female members.

Report: Under the current statute, the Secretary is required to submit an annual report to the President, the Congress, and the Council "setting forth the programs and activities assisted under" the Act every two years, in fiscal years 1980, 1982, and 1984. Since 1976, the Department has also believed that its obligation to the Congress and the public required it to prepare an annual report each year -- even when it was not required by statute. As I mentioned earlier, the current Administration has chosen to end this policy and has not published a report of the fiscal year 1983 WEEA program's activities, thus depriving both the Congress and the general public of information about new projects. To prevent such secrecy -- or is it merely efficiency? -- in the future, I would strongly recommend that the Congress require that an annual report be produced every year. The cost is minimal (a few thousand dollars), and its value to constituents of the program is immeasurable.

Authorization of Appropriations: I join my colleagues in the National Coalition for Women and Girls in Education in encouraging the Congress to restore the authorization to its 1978 level -- $80 million. Although I recognize the importance of belt-tightening and share the Nation's concern for the federal deficit, I would suggest that $80 million is not too much to spend to promote educational equity for women and girls (who represent, after all, more than half the population and can hardly be considered a special interest group) and to support the unique and cost-effective programs for which WEEA has been responsible. With an authorization level of $80 million, the Congress will be able to decide how much the WEEA Program's appropriations should be in each fiscal year. Finally, increasing the authorization level will make it possible for the Congress to provide funds to initiate the "Tier 2" program which it enacted in 1978.

Tier 2: In the 1978 reauthorization of the Women's Educational Equity Act, Congress added a new purpose to the Act -- "to provide financial assistance to enable educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972." To achieve this purpose, the Act mandated a new competitive grants program for "special programs and projects of local significance to provide equal opportunities for both sexes." This new program can be funded only with appropriations in excess of $15 million. And at least 75 percent of the funds authorized for this new program are to be earmarked for awards to local educational agencies who have chosen to conduct programs to implement sex equity in their schools. The Congress, encouraged by a diverse coalition of women's groups and educational associations, envisioned this second program as the logical next step for WEEA (hence its nickname - Tier 2). In addition to continued development of new materials and models, Congress believed it was time to provide funds for replication and implementation of these models in particular school districts around the country.

We still believe that Congress was correct. Unfortunately, appropriations for WEEA since 1981 have not been high enough to allow funding of this program of grants to school districts. Although the Carter Administration's proposed 1981 budget included $20 million for WEEA (of which $5 million would have been earmarked for Tier 2), the Reagan Administration rescinded that proposal and began its effort to "defund" WEEA.

Although I have many thoughts about ways to improve the statutory mandate for Tier 2, I have no basis on which to recommend changes in the Act, because the program has not yet been tried and tested. Therefore, I will not suggest new legislative language for Tier 2 but instead will urge the members of this Committee to increase the authorization level for WEEA and encourage your colleagues to ensure that appropriations sufficient to trigger the Tier 2 program are made.

Administration: My final recommendations concern the administration of the WEEA Program and its organizational placement in the Education Department's hierarchy. Following the reorganization of September 16, 1983, the WEEA Program (along with the Title IV Civil Rights Act Program) was stripped of its GS-15 level

Director, reduced in size from eight to five employees, transformed from an "Office," with direct reporting responsibility to the Assistant Secretary, into a small "section" under a branch under a division under an office that reports to the Assistant Secretary. The leadership and expertise formerly provided by the WEEA Program Office to grantees, applicants, and the general public are no longer available, as only two of the current staff have expertise in educational equity issues. Further, the competent career administrator who now serves as "section chief" for the WEEA section is not at a level or in a position to actually "direct" the program; the duties and authority of the "Director" now are in the hands of an assistant to the Assistant Secretary.

Thus, as a member of the House Post Office and Civil Service Committee suggested at its joint hearing with this Committee on August 2, 1983, the Administration has sought to achieve by administrative means what it could not achieve through the legislative process. Although WEEA and Title IV were not abolished and folded into the Chapter 2 block grant, the two programs now are administered by staff located at the lowest possible bureaucratic level in the very office that has as its primary responsibility administration of the Chapter 2 block grant. As you know, this reorganization was implemented over strong Congressional objections. In response, Mr. Ford of Michigan introduced legislation designed to restore the three programs that were most seriously affected to their rightful places in the bureaucracy -- WEEA, Title IV, and Migrant Education. I concur with Mr. Ford's proposal that the WEEA Program be returned to its original location in the Department -- in the Office of Educational Research and Improvement.* Such a placement would more appropriately reflect the fact that WEEA covers all levels of education -- from preschool through adult education -- and should not be defined as an Office of Elementary and Secondary Education program alone.

Further, I support Mr. Ford's intention that the WEEA Program should receive high priority in the Office of Educational Research and Improvement, to reflect Congressional commitment to the only federal program whose sole purpose is the promotion of educational equity for women and girls. Thus, I recommend that the WEEA Program be located in the immediate office of the Assistant Secretary for Educational Research and Improvement, reporting directly to the Assistant Secretary.

Finally, to prevent any future Administration from disrupting program operations and damaging the integrity of the WEEA Program through ideological attacks and reductions in expert staff and management, I would propose that the statute explicitly require that both the Program Director and staff be recognized experts in educational equity for women.

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*A detailed discussion of the WEEA Program's organizational placement in the Department of Education and in its predecessor, the Office of Education, can be found on pages 41-46 of my September 27, 1983 testimony (copy attached).

Taking my cue from Mr. Ford's bill and from other legislation which mandates administrative structures, I would like to propose language to achieve these purposes for your consideration. The new section of WEEA entitled "Administration" could read: "For the purpose of carrying out this part there shall be established within the Office of Educational Research and Improvement and directly under the supervision of the Assistant Secretary for Educational Research and Improvement, an Office of Women's Educational Equity, which shall be responsible for the administration of programs established by this part. The Director of this Office shall be a career Senior Executive Service employee selected through a nationwide competition; she or he shall be a nationally recognized expert in educational equity for women. The staff of this Office shall be of sufficient size to carry out the programs authorized by this part and shall be composed of persons with expertise in educational equity for women and girls."

I would like this Committee to know how much I and my colleagues appreciate your continued attention to WEEA. Although this year's legislative session is relatively brief and extremely busy, I hope that the Congress will be able to enact a new Women's Educational Equity Act. It will send a message of support and commitment from the Capitol that will encourage both advocates for educational equity for women and girls and the many educators who struggle in classrooms across this country to make these brave ideals a reality for our Nation's children.

STATEMENT OF LESLIE WOLFE, DIRECTOR, PROJECT ON EQUAL EDUCATIONAL RIGHTS

Dr. WOLFE. Thank you.

Before I begin I would like to endorse the recommendations of the National Coalition for Women and Girls in Education and the report of its Citizens' Council which I would commend to you.

This committee has supported WEEA during the last several years and you are familiar with its accomplishments. Why, you might ask, do we still need the program? The obvious answer is the one provided by the Citizens' Council report—despite WEEA's success, much remains to be done to ensure true equality of educational opportunity for women and girls.

With a very tiny amount of money relative to the entire Federal education budget, the WEEA program has conducted a remarkably cost-effective operation. It supports the development, demonstration, and dissemination of model programs and materials. Although developed in a particular school or community, its purpose is not simply to improve the quality of education for women and girls in that school or community, but rather to share these materials nationwide.

For example, the curriculum materials and teacher training guide on America's Women of Color developed by the St. Paul, MN Public Schools can be used by teachers in elementary and secondary schools throughout the country.

WEEA is also unique in that it covers the entire educational system from preschool through adult education. It also develops a variety of mechanisms to achieve its goals. Since 1980, WEEA has been the only source of Federal funds for projects that address double and often triple discrimination on the basis of race and sex as well as disability and sex. WEEA has supported projects that seek to eliminate institutional barriers facing women of color and disabled women and that seek to empower women to take control of their own lives and to develop new strategies to combat dual bias, stereotyping, and discrimination. In the process, I believe that WEEA has raised the consciousness of educators, administrators, parents and employers to the particular concerns of racial and ethnic minority women and disabled women.

I hope that you will indulge me if I say that this is the achievement of which I am the most proud, that WEEA has been in the vanguard of efforts to ensure educational equity for women and girls of color and disabled women and girls. Women who suffer the "double whammy" of race/ethnicity and/or disability discrimination, coupled with sex discrimination, are the members of this society who are relegated to the bottom of the economic ladder. To the extent that they are denied an equal educational opportunity, they and their children are denied the opportunity to economically productive lives and to reap the benefits of any economic recovery or any American dream.

In its 8 years of life, WEEA has funded over 400 exemplary projects. It would be impossible, however, to expect that 8 years of WEEA could complete the work mandated by its statute to provide educational equity for women in the United States.

As attitudes, as parents, teachers, administrators, and students become more aware of the negative effects of sex, race, and disability bias, as they begin to implement new equity programs, the demand for new materials increases. For example, we know that there is a great need for more teacher guides, textbooks, and audiovisual materials for use in the classroom. The National Women's History Week project, which was also funded by WEEA has uncovered a tremendous demand for more curriculum materials on the historical contributions of women, particularly women of color, in the United States and in the world.

In addition, new issues are constantly emerging. As you well know, WEEA was one of the first to fund projects aimed at expanding the participation of young women in math and science courses and careers. In fiscal year 1983 for the first time, WEEA funded eight projects on computer equity. Once again, WEEA is apparently the only program devoting substantial resources to this new and critical area.

Why then does the Reagan administration propose to abolish the Women's Educational Equity Act? Several reasons have been provided by administration officials for their recommendation that WEEA be terminated. First, the administration has stated that WEEA has funded between 40 and 60 million dollars' worth of materials and that that is enough. However, as you have heard, even the National Advisory Council appointed by the President believes that more curriculum materials for the classroom teacher are needed.

Although the Reagan-appointed Council differs with educational equity advocates and many in the Congress about the real purpose of the act, they so far have not stated that the WEEA program is no longer needed. The Vice Chair of the Council beseeched Secretary Bell in a letter last December to continue funding for WEEA in the 1985 budget request. I quote from her letter. "I feel very strongly that in the administration's budget this year the funding for the Women's Equity in Education Act under Title IX"—she means to say WEEA—"should be continued and not listed at zero budget, as had been done in previous years," unquote. Her reasons for taking this position, however, were political rather than substantive. Again, I am quoting:

> Congress has always reinstated the funding and I think it very important for the President in his commitment to equity or women in education to be sending the right signals through his budget message. Since these funds would be reinstated by Congress anyway, I think it important that the President receive credit for the grants and programs.

I was at least grateful that she thought they were good enough that she wanted the President to receive credit for them.

She concluded her letter to Secretary Bell with a message that I certainly agree with. Quote, "While I recognize the great problem facing us in the form of the Federal deficit, I still feel this is a small amount of funding with a significant message attached to it," unquote.

As this committee knows, the administration ignored this plea continuing to claim that WEEA has produced enough materials and that is should focus on dissemination.

However, during the past 2 years, as my prepared statement describes in detail, the administration has made powerful and successful efforts to prevent the publication of materials developed by WEEA. The WEEA Publishing Center's work has ground almost to a halt. In my view, to fund the development of materials and then forbid their publication and dissemination to those who need them is the worst possible waste of the taxpayer's money.

The administration's major argument for termination of the WEEA program, however, reflects its lack of understanding or concern for the statutory mandate enacted by Congress. The administration repeatedly States that educational equity activities currently supported by WEEA can be carried out under the block grant by the individual States. Not only does this ignore the issue of cost effectiveness, but it also ignores the Education Consolidation and Improvement Act, which explicitly excludes WEEA from the block grant. I would suggest to you that all of the administration's reasons for terminating WEEA are simply rationalizations for its real purpose to abolish strong Federal support for education equity for women and girls. At least the administration has been consistent. It has attempted to abolish the WEEA program since 1981. From its failed efforts to incorporate WEEA into the block grant and thus eliminate it through its annual proposals to zero fund the program to the reorganization which placed the program in the bureaucratic basement, the administration has vigorously attacked the Women's Educational Equity Act and its purposes.

The administration has not been reticent to attack the WEEA program in the words of the Conservative Digest as a, quote, "Money machine for a network of openly radical feminist groups." An administration witness responsible for some of that language, Chuck Heatherly, stated to this committee last summer that his belief that the WEEA program is the "feminist network feeding at the Federal trough"—that's a quotation, as you know—that such a belief is, in fact, consistent with the administration's policy.

In response, the Citizens' Council has provided data on the distribution of WEEA grants. Far from being a money machine for radical feminist groups, WEEA has awarded over half of its funds—approximately 56 percent—to educational agencies and institutions; 6 percent went to individuals; almost 21 percent to nonprofit organizations; and 17 percent to women's nonprofits. Between 1980 and 1983 alone WEEA grants were awarded in 43 States, the District of Columbia, and Puerto Rico.

Among the lessons we have learned from the events of the past 3 years, perhaps the most impressive is that an administration that chooses to counteract the will of Congress can and will do so unless statutory mandates forbid it. Thus, I believe that Congress must amend the Women's Educational Equity Act to ensure that its intent is explicitly stated. Only through the use of prescriptive language can Congress guarantee that the integrity of a program such as WEEA will be maintained.

I will not read all of my recommendations for reauthorization since I don't want to keep you here until 5 o'clock. Let me just highlight some major ones.

Mr. HAYES. We certainly appreciate that.

Dr. WOLFE. I didn't think you would stay anyway.

First of all, as you know, this is an era of educational reform. The chic issue of the day is to improve the quality of public education. Congress ought to ensure that its belief that equality is an essential component of quality be incorporated into the Women's Educational Equity Act. The statute's findings section should therefore include a new section that states that the Congress finds and declares that excellence in education cannot be achieved without equity for women and girls. In addition, I would strongly suggest that the third purpose be added to the act to ensure that the WEEA program will continue to specifically address issues of double discrimination based on race and sex bias as well as disability and sex bias. As you know, since 1980 this has been a major focus of the act. However, this is a policy established in regulation only and is subject to change by an administration that is not concerned about these populations.

The problems attendant on double discrimination are intransigent and serious enough for the statute to require that they be addressed throughout the program's activities. In addition, I join the coalition for women and girls in education in proposing that double discrimination based on both sex and age also be included. Women, whether they are deemed too old or too young, frequently find that sex discrimination is compounded by age discrimination.

The small grants program you are all familiar with was originally designed to ensure the development of what the statute called "innovative approaches." The small grants were intended to let small organizations and individuals who had big ideas have the opportunity to develop and test them. After 8 years of supporting these highly successful small grants, I believe it is time to target our attention more specifically on areas most in need of innovative approaches—areas on the cutting edge of civil rights issues for women.

The publishing center that WEEA has conducted under contract has been one of its most successful activities. To ensure that congressional intent is implemented and that materials continue to be disseminated, I would also recommend that Congress add a new section to the statute entitled, "Dissemination" that requires the Secretary to establish a mechanism to evaluate, produce and disseminate at low cost all products developed by WEEA. A statutory mandate such as this would reflect congressional intent that the WEEA program must remain cost effective, that the hundreds of excellent products developed and demonstrated by its grantees should be produced and distributed to their target audiences. It is, I believe, the responsibility of the Department to ensure that the model projects it funds are shared as widely as possible and that they do not languish unused on library shelves at 400 Maryland Avenue.

I have worked very closely over the years with the National Advisory Council—in fact, since its first year. During the first of my tenure as director of the WEEA program, I found the advice and recommendations of the council to be invaluable—in large part, because its members and executive director were knowledgeable about educational equity and, in large part, because they took a serious, professional interest in the program, the council was able to produce important reports on new issues and to conduct sound evaluations of the WEEA program. All of that changed with the current administration, which appointed new members whose credentials were primarily political rather than educational and whose avowed purpose was to support the administration's policies rather than to implement the council's mandate.

Among the very few resolutions passed by the council is one which ensures its full support for the President's policies regarding educational equity for women, whatever they may be.

To ensure that the advisory council is able to carry out its mandate the Congress must guarantee that its members have some expertise in educational equity for women. I would recommend, therefore, that such requirements for membership be added to the statute, as is the case, for instance, with the Vocational Education Advisory Council.

I regret that it is necessary to mention this, but I feel obliged to mention that the Council's membership must include men. In prior years, this was taken for granted. Each slate of members for the council included men. In the Reagan administration, the council apparently is seen as a ladies' auxiliary and includes only female members. The persons responsible for the appointments in the Department of Education told me that this was their policy because they did not want men on this council.

I also join my colleagues in the National Coalition for Women and Girls in Education in encouraging the Congress to restore the authorization to its 1978 level—$80 million. Although I recognize the importance of belt-tightening and I share the nation's concern for the Federal deficit, I would suggest that $80 million is not too much to spend to promote educational equity for women and girls and to support the unique and cost-effective programs for which WEEA has been responsible. We do represent, after all, more than half of the population and can hardly be considered a special interest group.

With an authorization level of $80 million, the Congress will be able to decide how much WEEA's appropriation should be each year. Finally, increasing the authorization level will make it possible for the Congress to provide funds to initiate the Tier II program of local implementation grants, which it enacted in 1978 and which, by the way, is not intended to develop new materials, but rather to replicate and implement existing models.

My final recommendations, as you may have guessed, concern the administration of the WEEA program and also its organizational placement in the Education Department's hierarchy. Following the reorganization of September 16, 1983, the WEEA program was stripped of its GS-15 level director, reduced in size from eight to five employeess, transformed from an office with direct reporting responsibility to the assistant secretary into a small section under a branch under a division under an office.

The leadership and expertise formerly provided by the WEEA program office to grantees, applicants and the general public are no longer available as only two of the current staff have expertise in educational equity issues. Further, the competent career administrator who now serves as section chief for the WEEA section, is not at a level or in a position to actually direct the program. Indeed, she does not direct the program. The duties and authority of director now are in the hands of an assistant to the assistant secretary.

As you know, the reorganization was implemented over strong congressional objections. In response, Representative Ford of Michigan introduced legislation designed to restore the three programs that were the most seriously damaged to their rightful places in the bureaucracy—WEEA, title IV and migrant education. I concur with Mr. Ford's proposal that the WEEA program should be returned to its original location in the Department in the Office of Educational Research and Improvement. Such a placement would more appropriately reflect the fact that WEEA covers all levels of education from preschool through adult and it should not be defined as an elementary and secondary education program alone. Further, I support Mr. Ford's intention that the WEEA program should once again receive high priority in the Office of Educational Research and Improvement to reflect congressional commitment to the only Federal program whose sole purpose is the promotion of educational equity for women and girls.

Thus, I recommend that the WEEA program be located in the immediate office of the Assistant Secretary reporting directly to the Assistant Secretary.

Finally, to prevent any future administration from disrupting program operations and damaging the integrity of the WEEA program through ideological attacks and reductions in expert staff, I would propose that the statute explicitly require that both the Program Director and staff be recognized experts in educational equity for women.

I would like this committee to know how much I and my colleagues appreciate your continued attention to WEEA. Although this year's legislative session is relatively brief and extremely busy, I hope that the Congress will be able to enact a new Women's Educational Equity Act. It will send a message of support and commitment from the Capitol to advocates for educational equity for women and girls and it will encourage the many educators who struggle in classrooms across this country to make these brave ideals a reality for our Nation's children.

Thank you.

Mr. WILLIAMS. Thank you very much.

Mr. Goodling.

Mr. GOODLING. Did you say thank you very much, Mr. Goodling?

Mr. WILLIAMS. Thank you very much, period. Mr. Goodling.

Mr. GOODLING. OK. First of all, Mr. Chairman, my colleague, Mr. Bartlett, asked that I submit for the record—well, when I get it in my hand—I believe Mr. Bartlett had asked for an indication a list of where the grants are going and what they are for.

Mr. WILLIAMS. Without objection.

[The information referred to follows:]

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DECEMBER, 1983

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New York, New York 10003
Professor LaMar Miller
(212) 598-7729

✓ Feminist Press
Box 334
Old Westbury, New York 11568
Florence Howe
(516) 997-7660

Hacer, Inc. - Hispanic Womens Center
115 West 30 Street, Room 900
New York, New York 10001
Norma Stanton
(212) 868-0623

Monroe Board of Coop. Education #1
41 O'Connor Road
Fairport, New York 14450
John McCormick
(716) 377-4660

New York City Board of Education
Community School District 3
300 West 96th Street
New York, New York 10025
Tessa R. Harvey
(212) 678-2918

New York City Board of Education
District #11
1250 Arnow Avenue
Bronx, New York 10469
Vincent P. Young
(212) 519 2640

New York City Public Schools
Office of Occupational/Career Ed.
110 Livingston Street - Room 516
Brooklyn, New York 11201
Vera Hannenberg
(212) 596-4061

New York State Education Dept.
Civil Rights/Intercultural Rels.
Washington Avenue
Albany, New York 12234
Marjorie Rush
(518) 474-3934

New York University
Office of Community Service Progs.
3 Washington Square Village, S 1M
New York, New York 10012
Judity Rothschild
(212) 598-2144

Research Foundation/SUNY College
at Old Westbury
P. O. Box 210
Old Westbury, New York 11568
John Allen
(518) 473-0365

SUNY Research Foundation/Stony Brook
Post Office Box 9
Albany, New York 12201
Monica Roth
(516) 246-6051

✓ Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue, Room 603
New York, New York 10017
Sylvia Kramer
(212) 532-8330

North Carolina Commission of Indian Affairs
Post Office Box 27228
Raleigh, North Carolina 27611
Janet Y. Jacobs
(919) 733-5998

University of North Dakota/Schl. of Med.
Indians Into Medicine Program
Box 173 - University Station
Grand Forks, North Dakota 58202
Lois Steele, MD
(701) 777-3037

Working Women Education Fund
1224 Huron Road
Cleveland, Ohio 44115
Ellen Cassedy
(215) 842-2617

Oregon Health Sciences University
C.C.D. - Box 574
Portland, Oregon 97207
Pearl A. Paulson
(503) 225-7522

School District of Philadelphia
Office of Federal Programs
Parkway at 21st Street
Philadelphia, Pennsylvania 19103
Vera Demchenko/Thomas C. Rosica
(215) 299-7842

Temple University
Merit Center - 261 Queen Street
Broad St. & Montgomery Avenue
Philadelphia, Pennsylvania 19147
Gladys Valcourt
(215) 787-6258

Vocational Rehabilitation Center
1323 Forbes Avenue
Pittsburgh, Pennsylvania 15219
Heather Kijowski
(412) 471-2600

Midlands Technical College
Women's Center
P. O. Box 2408
Columbia, South Carolina 29202
Rea Drennen
(803) 738-1400 Ext. 3247

Utah State University
Student Services
Logan, Utah 84322
Sharon Smock-Hoffman
M. K. Jeppson
(801) 750-1226

Westminster College of Salt Lake City
1840 South 1300 East
Salt Lake City, Utah 84105
Patricia Whitfield
(801) 484-7651 Ext. 219

Hampton Institute
School of Nursing
Hampton, Virginia 23668
Patricia Sloan
(804) 727-5251

Educational Service District #121
Northwest Gifted Education Center
1410 South 200th Street
Seattle, Washington 98148
Wendy C. Roedell
(206) 242-9400

Northwest Women's Law Center
701 Northeast Northlake Way
Seattle, Washington 98105
Leslie Owen
(206) 632-8468

University of Wisconsin/Stout Education
& Psychology Department
Menomonie, Wisconsin 54751
Mary Hopkins-Best
(715) 232-1409

HUNTSVILLE TITLE IX AND EDUCATIONAL EQUITY FOR WOMEN #083Bh30005

Huntsville City Schools
Huntsville, Alabama

PRIORITY #23B

CONTACT PERSON:
Martha Beckett
(205) 539-2111

To develop a model project on Title IX compliance which includes a compendium of student involved activities used in the ninth grade social studies curriculum that illustrates how Title IX and educational equity for women affects students.

UNDERSTANDING THE UNIVERSITY EXPERIENCE: A PROGRAM FOR HISPANIC MOTHERS AND DAUGHTERS #0587

Arizona State University
Tempe, Arizona

PRIORITY # 24A

CONTACT PERSON:
JoAnne O'Donnell
(602) 965-9011

To encourage parental support for young hispanic women seeking non-traditional careers. Twenty-five eighth graders and their mothers will attend on-campus workshops and counseling sessions at the university site to familiarize themselves with a variety of career fields, the associated academic requirements and life style that could be anticipated with each potential discipline.

PROJECT EXPLORATION #1009

University of Arkansas
Fayetteville, Arkansas

PRIORITY #25B

CONTACT PERSON:
Susan Gordan
(501) 575-3845

To assist learning disabled women in adjusting to a male-oriented environment The program will focus attention on the educational needs of learning disabled women who seek to overcome the barriers to their full participation in educational and career programs, resulting from double discrimination.

PRACTICAL SOLUTIONS TO OVERCOMING INEQUITIES IN COMPUTER USE #2016

American Institutes for Research
Palo Alto, California

PRIORITY #20A

CONTACT PERSON:
Jane G. Schubert
(415) 326-5271

A behaviorally oriented approach that identifies obstacles to women and minorities in computer use and knowledge. Product will be user-designed solutions to increase equitable access to computers including a self-assessment instrument for use by educators in identifying inequitable access factors operating in schools or districts.

✓ MODEL STATE PROJECT ON COMPLIANCE WITH STATE AND FEDERAL TITLE IX MANDATES #083AH30030

California Equity Council
Los Angeles, California

PRIORITY #23A

CONTACT PERSON:
Abby J. Leibman/Phyllis W. Cheng
(213) 625-4004; 665-3021; 473-8744

The project is a program of support for assistance in regulatory implementation of Sex Equity. It is also a model State project on compliance with State and Federal Title IX mandates. The program will establish an advisory council comprised of representatives from business, labor, government, education and women's organizations, to offer expertise and input regarding regulation development.

DISABLED GIRLS IN HIGH SCHOOL # 083AH31028

Disability Rights Education
and Defense Fund
Berkeley, CA

PRIORITY # 25A

CONTACT PERSON:
Mary Lou Breslin
(415) 644-2555

To conduct on-site reviews of three school systems and to conduct mail and phone reviews of an additional 20 districts throughout the United States. The purpose is to determine the extent to which gender stereotyping, coupled with disability bias and discrimination, preclude full and equal access by disabled girls in high school programs.

PROPOSAL FOR A PROJECT TO SERVE EDUCATIONAL NEEDS OF ASIAN IMMIGRANT WOMEN IN HOTEL, RESTAURANT, AND GARMENT INDUSTRY EMPLOYMENT #083AH31505

Korean Community Center
of the East Bay
Oakland, California

PRIORITY #27A

CONTACT PERSON:
Elaine Kim
(415) 848-2362; 547-2662

To serve Asian immigrant women in hotel, restaurant, and garment industry employment in the San Francisco Bay Area. The goal of the project will be to increase an awareness of their job rights and responsibilities, their understanding of paths to occupational advancement and knowledge of resources in employment and social services; to also increase leadership abilities, self-confidence, and to develop self-reliance and independence. Approximately 250 Asian immigrant women will benefit from the project.

TITLE IX STUDENT STUDY UNIT #083BH30003

Molly Murphy Mac Gregor
Santa Rosa, California

PRIORITY #23B

CONTACT PERSON:
Molly Murphy MacGregor
(707) 575-1560

To develop a teacher's guide for previously materials under a WEEA grant (80-81). Project will conduct a nation-wide field test of the materials and adapt the materials for elementary school as well as secondary school, and implement a plan to facilitate wide spread use of the unit.

AN INFUSION MODEL FOR EDUCATIONAL EQUITY #083AH31710

Office of the Los Angeles County
Superintendent of Schools
Downey, California

PRIORITY #27A

CONTACT PERSON:
Dolores Grayson
(213) 922-6910

To demonstrate an infusion process model as a tool for implementing and monitoring educational equity in the 95 school districts in Los Angeles County. To also develop a manual for replicating the process model elsewhere throughout the State.

✓ MODEL SEX EQUITY COMPLIANCE PROJECT # 083AH30031

San Diego Unified School District PRIORITY # 23A
San Diego, CA

CONTACT PERSON:
Dr. Yvonne Johnson
(619) 239-1124

To develop and implement a model program to determine the extent to which the district is in compliance with Title IX requirements and to identify corrective measures.

NEW DIMENSIONS IN EDUCATING HANDICAPPED WOMEN AND GIRLS #1031

Santa Clara Unified School District PRIORITY #25A
Santa Clara, California

CONTACT PERSON:
Barbara Semenoff
(408) 985-6090

A diagnostic prescriptive program to assess unique learning styles in mathematics and provide a mathematics program tailored to the individual needs of handicapped women and girls (grades K-12). The program is based on research on right/left brain learning and Davidson's work on Math Learning Styles.

FAMILY MATH: LINKING HOME AND SCHOOL # 083AH32110

University of California PRIORITY # 20A
Berkeley, CA

CONTACT PERSON:
Nancy Kreinberg
(415) 642-1823

To develop a film and guidebook to enable parents and teachers to replicate the successful Family Math program, enabling parents and their children to learn math together.

NEW DIRECTIONS FOR WOMEN #083BH31522

Womenspace Unlimited
South Lake Tahoe, California

PRIORITY #27B

CONTACT PERSON:
Patricia James
(916) 544-2118

The Womenspace Unlimited project is a program designed to reduce internal barriers in women, in order to promote educational equity, offered conjointly by a community action agency and a community college. The program is further designed to reduce the attitudinal barrier of "I can't do it" to a specific group of women center clientele "battered" women. It will provide interpersonal skills based on an intensive ten-week college certificated training program to provide job skills, and job search.

WOMEN'S HISTORY K-3 LEARNER USE PACKETS #2034

Women's Support Network
Santa Rosa, California

PRIORITY #20B

CONTACT PERSON:
Bette Morgan
(707) 526-5974

To develop four(4) learner use women's history K-3 curriculum packets with teacher's instructions. The project will develop classroom materials based on the history of women in this country as for use as role models to overcome the stereotypes perpetuated which have failed to prepare young women for their adult life choices.

OUT OF CLASSROOM CLIMATE: HOW TO MAKE IT WARMER FOR WOMEN #2036

Association of American Colleges
Washington, D.C.

PRIORITY #20A

CONTACT PERSON:
Bernice R. Sandler
(202) 387-1300

To prepare and disseminate a guide to identify and change informal and formal policies, practices and behaviors of faculty and administrators that inadvertently create an inhospitable educational climate for women students in academic advising, work-study, lab work, social contexts etc. The project will include recommendations for students, faculty and administrators in post-secondary education.

ORGANIZATION WOMEN: BOOK PROJECT #083BH32018

Associated Women Consultants
Washington, D.C.

PRIORITY #20B

CONTACT PERSON:
Bobbie J. Deister
(202) 338-2647

To analyze case studies of women's volunteer work. The project will provide role models and a basis for evaluating unpaid work. A book will be developed for high school and re-entry women, vocational educators and career counselors' use in order to provide women with credit for unpaid work or to translate volunteer experience into appropriate paid work equivalencies. It should provide a basis for a new prospective for those in positions to evaluate women's vocational preparation or career credentials.

ADOLESCENT PREGNANCY/PARENTING--PERSISTENT BARRIERS FOR YOUNG WOMEN: A STATE LEVEL APPROACH #1688

Council of Chief State School Officers
Washington, D.C.

PRIORITY #27A

CONTACT PERSON:
Susan Bailey
(202) 624-7702

This project will 1)encourage SEA administrators to exert leadership to minimize the negative consequences of early pregnancy and increase coordination with other agencies which provide services to these young people; 2) facilitate the development and implementation of state policies and practices to encourage pregnant and parenting teen to continue their educational programs.

INCREASING EDUCATIONAL EQUITY FOR DISABLED WOMEN AND GIRLS: THE ROLE OF STATE POLICYMAKERS IN SPECIAL EDUCATION AND VOCATIONAL REHABILITATION #1021

PRIORITY #25A

Council of Chief State School Officers
Washington, D.C.

CONTACT PERSON:
Susan Bailey
(202) 624-7702

A model sex equity training seminar will be developed and presented to special education, vocational rehabilitation, and vocational education/special needs staff of three participating states. These states will develop model approaches to address sex bias.

TITLE IX AND INTERCOLLEGIATE ATHLETICS # 083AH30021

The Equality Center
Washington, D.C.

PRIORITY # 23A

CONTACT PERSON:
Margaret Dunlke
(202) 298-7570

To develop a practical "Guide to Title IX and Intercollegiate Athletics" and to research and document the history of the development of Federal policy regarding sex discrimination in intercollegiate athletic programs.

CONSUMER ORIENTED INFORMATION # 083AH32104

National Women's Law Center
Washington, D.C.

PRIORITY: # 20A

CONTACT PERSON:
Margaret Kohn
(202) 872-0670

To develop and disseminate consumer oriented information on sex equity issues in schools and exemplary sex equity programs.

PUERTO RICAN WOMEN IN THE UNITED STATES: A RESOURCE BOOK #083BH32709

Vivo, Paquita/Votaw, Carmen D.
Washington, D.C.

PRIORITY #24B

CONTACT PERSON:
Paquita Vivo
(202) 347-6859

Project will design and develop a resource book about Puerto Rican Women who have migrated to the United States for educators and researchers in ethnic heritage programs. The book will contain a directory of researchers on the subject and an anthology of existing literature and visuals aids on the subject.

MODEL PROJECT ON SEXUAL AND GENDER HARASSMENT IN HIGHER EDUCATION #0009

Indiana University Foundation PRIORITY #23A
Bloomington, Indiana

CONTACT PERSON:
D'Ann Campbell
(812) 335-3849

Project will produce a film and model workshop materials for students, faculty and administrators. Objectives: 1) To promote understanding of sexual and gender harassment as forms of sex discrimination prohibited under Title IX which inhibit women's full participation in educational programs; 2) To aid development and implementation of effective institutional policies and procedures to combat and eliminate harassment.

NO PROJECT TITLE #054C

National League of Cuban American Community Based Centers PRIORITY #24A
Fort Wayne, Indiana

CONTACT PERSON:
Graciela Beecher
(219) 422-5539

To study the barriers to educational equity of three generations of Cuban American Women. Twelve Cuban American women from before, during and after the Cuban revolution will be interviewed to produce three monographs and twelve radio and television tapes to analyze the barriers they encounterd as Cubans, and as women, and the ways they overcame these barriers, if at all.

APPROACH TO TITLE IX COMPLIANCE #0013

Kansas State Department of Education PRIORITY #23A
KEDDS-Link
Topeka, Kansas

CONTACT PERSON:
Linda McNeely
(316) 685-0271

To assist educational agencies and by developing models designed to meet the requirements of Title IX. This proposal will utilize facilitators who will work with schools to help them understand Title IX, and work toward elimination of discriminatory behaviors of staff within the schools, especially that which inhibits minority and handicapped females. Further, schools will be assisted in establishing networks to share with each other and the community, at large.

WOMEN'S EDUCATIONAL EQUITY TRAINING PROJECT FOR INCREASED AWARENESS #083AH31014

Grambling State University
Grambling, Louisiana PRIORITY #25A

CONTACT PERSON:
Darlene A. Thurston
(318) 247-6941

To assist disabled women in achieving full participation and equity in business, industrial and educational organizations. Project will attempt to raise the awareness level of persons in these agencies to become more accepting and understanding of problems faced by women with physical and sensory disabilities. A training program will be held on the campus site.

COMPUTERS IN EDUCATION: A QUESTION OF ACCESS #083AH32027

Technical Education Research Center PRIORITY #20A
Cambridge, Massachusetts

CONTACT PERSON:
June Foster
(617) 547-0430

To provide equal access in computer literacy for girls. The project will produce introductory computer literacy software and a slide-tape for students. These materials will be designed to counteract the access barriers. An ancillary handbook for teachers will recommend strategies for using the software and slide-tape and evaluation criteria to assess these materials appropriateness for girls. A monograph and brochure synthesizing research and resources available will be developed, as well.

BE YOUR OWN BOSS (BYOB) #1711

ACCESS, Incorporated PRIORITY #27A
Bethesda, Maryland

CONTACT PERSON:
Marjorie Rosensweig
(301) 984-7055

To provide an early intervention mechanism which addresses the barriers that limit womens' access to business development, management and ownership. In order to accomplish the project's initiative, the population will be girls in grades 9-12. The final products will be a counseling guide and training program and a career awareness program of workshops focused on inhibiting barriers women face and available resources, networks and methods to eliminate those barriers through study, training and practice.

NO PROJECT TITLE #0035

Educational Sport Institute, Inc. PRIORITY #23A
Chevy Chase, Maryland

CONTACT PERSON:
Dorothy McKnight
(301) 652-8489

To infuse sex fair teaching approaches and behaviors into the physical education professionals through the establishment of "Effective Sphere of Influence." Project will develop an instrument to measure impact on students and a model training program for college and university staff that will be replicated at other locations in the future.

IT COULD BE ME PROJECT #2047

Equity Institute PRIORITY #20A
Bethesda, Maryland

CONTACT PERSON:
Mary Ellen Verheyden-Hilliard
(301) 654-2904

To develop, field test and disseminate ten (10) mini-biography picture books and a video cassette on outstanding American women of all racial and ethnic groups, in science and mathematics. The materials will be designed for use grades K-3. A teacher's Handbook of easy to use classroom activities which reinforce these materials will be part of the module. Materials will be field tested at three sites in Pennsylvania representative of other similar demographic areas in the United States.

✓ PROJECT EQUITY # 083AH32092

St. Louis Public Schools PRIORITY # 20A
St. Louis, Missouri

CONTACT PERSON:
Lynn Beckwith
(314) 531-2000

To develop, pilot-test and disseminate a model curriculum on sex equity issues and laws, focusing particularly on Title IX, to be integrated with law-related education programs in grades 6-8. A training module for teachers and administrators will be similarly developed, to accompany the curriculum.

TAKING ACTION FOR TITLE IX #083AH30016

The Network, Inc.
Andover, Massachusetts

PRIORITY #23A

CONTACT PERSON:
Leslie F. Hergert
(617) 470-1080

To develop and field test an experiential training package, including a simulation game, to train Title IX Coordinators. The purpose of the activity is to enlist the support of others in the Coordinator's district in order to successfully comply with Title IX requirements.

INCREASING THE NUMBER OF FEMALE ADMINISTRATORS IN MICHIGAN PUBLIC SCHOOLS #1722

Michigan Department of Education
Lansing, Michigan

PRIORITY #27A

CONTACT PERSON:
Jo Jacobs
(517) 373-3497

To develop a model for school districts seeking to increase the number of women in their administrative ranks. The model provides a three year plan for a school district to meet its goal of increasing the number of women in its administration through a range of nineteen objectives from which a system might choose.

SUMMER INTERNSHIP PROGRAM IN THE SCIENCES FOR FEMALE SCHOOL STUDENTS IN A UNIVERSITY SETTING #1644

The University of Michigan
Ann Arbor, Michigan

PRIORITY #27A

CONTACT PERSON:
Barbara F. Sloat
(313) 764-2382

To fund ten six-week summer internships in science and engineering for high school women in the laboratories of women scientists at the University of Michigan and to establish a model program of academic/community cooperation in encouraging young women into the sciences.

VISUAL AIDS TO PROMOTE EDUCATIONAL EQUITY FOR MINNESOTA INDIAN GIRLS #083BH30509

Minneapolis Public Schools
Minneapolis, Minnesota

PRIORITY #24B

CONTACT PERSON:
Rosemary Christiansen/Gloria Florenz
(612) 348-6258; 348-6147

To develop a wide variety of visual aids depicting Indian girls more frequently and less stereotypically for general use by classroom teachers. The project will develop an accompanying packet of print ready materials which can be used on worksheets announcements communications and other public relations materials, as needed. To determine the extent of specific needs the project will consult with cooperating public schools in several school districts.

INDIAN WOMEN'S EQUITY PROGRAM #083AH30586

The Red School House
St. Paul, Minnesota

PRIORITY #24A

CONTACT PERSON:
Cherie Niema
(612) 488-6626

A three-year demonstration model project to design, validate, print, and disseminate a monthly student magazine and eight teaching posters. This project will be geared to the culturally-related learning needs of Indian women in grades K-12. The posters will be designed to teach problem solving skills to enable young Indian women to deal with sex discrimination and the effects of sex-role stereotyping. The project will also serve as a demonstration model for other Indian schools and organizations serving minority women.

NO PROJECT TITLE #0503

Fort Belknap County Council Tribal Education
Harlem, Montana

PRIORITY #24A

CONTACT PERSON:
Clarena Werk
(406) 353-2205

To provide a comprehensive counseling/placement program for 80% of the Native American women on the Fort Belknap Reservation and Dull Knife Memorial College. Twenty workshops with at least fifteen participants will be held in the areas of life-coping skills, women in management, job opportunities for women, career information and any other areas cited as needed by the participants. A process manual will be developed as a final product.

MATH AND COMPUTER EQUITY PROJECT (MCEP) # 083BH30004

Albuquerque Public Schools
Albuquerque, New Mexico

PRIORITY # 23B

CONTACT PERSON:
Rosemarie Z. Espinosa
(505) 842-3547

To provide training for elementary and secondary teachers in spatial visualization and computer equity, to disseminate math-related equity materials through newsletters, workshops, and the establishment of a resource center, and to evaluate the ongoing changes in enrollment figures for high school math and computer science courses.

WHOLE PERSON APPROACH # 083AH30609

National Institute for
Multicultural Education
Albuquerque, New Mexico

PRIORITY # 24A

CONTACT PERSON:
Tomas Villarreal, Jr.
(505) 262-1515

To develop and disseminate a teacher's guide through a series of workshops to eliminate sex bias in English as a Second Language (ESL) materials and pedagogy at the elementary level.

STRATEGIES TO EQUALIZE EDUCATIONAL OPPORTUNITIES FOR DISABLED COLLEGE WOMEN #083AH31011

Barnard College
Manhattan, New York

PRIORITY #25A

CONTACT PERSON:
Julie V. Marsteller
(212) 280-4634

The purpose of this project is to develop strategies to equalize educational opportunities for disabled college women. The project staff will design, develop, and test awareness and support materials aimed at academically related and ancillary college and university personnel, whose activities influence the lives of students.

Further, goals are to equalize educational opportunities for disabled women and to facilitate their intergration into the mainstream of campus life.

THE FULL ACCESS AND RIGHTS TO EDUCATION PROJECT #083AH31609

Center for Public Advocacy Research, Inc. PRIORITY #27A
New York, New York

CONTACT PERSON:
Tracy Huling
(212) 564-9220

The goal of this project is to eliminate those regulations, policies and practices of the New York State public education system which present persistent, institutional barriers to equity for women; especially minority and low-income women in vocational education.

MODEL TRAINING PROGRAM TO ACHIEVE WOMEN'S EQUITY IN THE SYRACUSE FIRE SERVICE #1550

City of Syracuse: Office of Federal Aid PRIORITY #27B
Syracuse, New York

CONTACT PERSON:
Louise Birkhead
(315) 473-5690

To assist women in achieving greater access to non-traditional better paying careers such as in the fire service. This project will assist women in overcoming the most significant barrier faced by women seeking to qualify for employment as fire fighters with the Syracuse Fir Department; that of passing the physical ability test. This project will provide a structured physical training regimen individualized to trainee needs and other employment and family commitments. It will develop posters, a manual and videotape for use by pre-recruits or individual candidates in preparation for the firefighter physical examination.

EDUCATIONAL EQUITY FOR RACIAL AND ETHNIC MINORITY GIRLS: MINORITY ADOLESCENT GIRLS AND THE MEDIA #083AH30595

PRIORITY #24A

Columbia University
Teachers College
Manhattan, New York

CONTACT PERSON:
Samuel D. Johnson, Jr.
(212) 678-3778

To develop a program of educational equity for racial and ethnic minority girls. The project will produce a video-tape program involving minority adolescent girls, some of whom have dropped out of school. The project will be geared toward the power of role models in motivating young women to enter professional and vocational fields which have been "non-traditional" for their sex. Seminars and guidance-counselling meetings will also be provided.

PROJECT INCLUSIVE # 083AH31029

Educational Equity Concepts
New York, New York

PRIORITY # 25A

CONTACT PERSON:
Merle Froschl
(212) 725-1803

To develop, pilot test, and disseminate a curriculum guide with an "inclusive" approach, one that is nonsexist, multiracial/ethnic, and includes images and role models of children and adults with disabilities.

BEGINNING MATH AND SCIENCE EQUITABLY # 083AH31730

Educational Equity Concepts
New York, New York

PRIORITY # 27A

CONTACT PERSON:
Barbara Sprung
(212) 725-1803

To develop an early childhood curriculum guide for parents and teachers which will contain strategies for extending children's interest into all reas of the curriculum.

THE ROLE AND IMPACT OF MINORITY GROUP WOMEN IN UNITED STATES HISTORY # 083AH30625

New York University - Metro Center
New York City, New York

PRIORITY # 24A

CONTACT PERSON:
Beryl Banfield
(212) 598-7729

To develop supplementary curriculum materials correlated with fifth grade United States history textbooks which focus on minority group women in key periods of American history, their role within their particular societies, and the discrimination they faced.

PROJECT ON DISABLED WOMEN AS ARTISTS AND WRITERS # 1033

The Feminist Press
Old Westbury, New York

PRIORITY #25A

CONTACT PERSON:
Florence Howe
(516) 997-7660

The project will search for and assemble an anthology of literature and visual art by and about disabled women. It will produce an accompanying teaching guide, a directory of disabled women artists and a guide to assist such women in getting materials published and exhibited. The project aims to achieve educational equity for disabled women by providing a forum for their work.

LATIN AMERICAN WOMEN IN HISTORY #0519

HACER, Inc./Hispanic Women's Center
New York City, New York

PRIORITY #24B

CONTACT PERSON:
Norma Stanton
(212) 868-0623

To research the lives of 40 women from the 20 Carribean, Central, and South American countries and documenting their lives and the impact they had on their country. Information will be presented in a bilingual audio slide production, as a model project on educational equity for racial and ethnic minority women and girls.

INTER-AGENCY TRANSITIONAL ASSISTANCE PROGRAM (ITAP) FOR DISABLED WOMEN AND GIRLS #1003

Monroe Board of Cooperative Education
Fairport, New York

PRIORITY #25A

CONTACT PERSON:
John McCormick
(716) 377-4660

A process for cooperative effort in utilizing existing resources to achieve more equitable education, work and societal preparation for disabled women and girls. The goal of this project is to initiate a delivery system, act a a catalyst for schools, organizational and agency involvement, with the final outcome being a model program which can be replicated by others faced with similar concerns meeting the needs of disabled women and girls.

EQUAL ACCESS TO COMPUTER EDUCATION FOR ETHNIC MINORITY FEMALES #083AH30624

New York City Board of Education PRIORITY #24A
Community School District #3
New York, New York

CONTACT PERSON:
Tessa R. Harvey
(21) 678-2918

A project promoting equal access to computer education for ethnic minority females. This will be a program of staff development and pupil instruction in computer literacy and programming. The program will be designed to serve as a model for nationwide replication.

NO PROJECT TITLE #0544

New York City Board of Education District #11 PRIORITY #24A
Bronx, New York

CONTACT PERSON:
Vincent P. Young
(212) 519-2640

This project will function as a training program for racial and ethnic minority women and girls for greator educational equity. The project will focus on strengthening the urban family structure, 80% of whom are minority women by providing remedial math instruction to improve basic math skills and developing computer literacy among the target group. With this assistance, parents will be able to fulfill their own education potential and have an additional means to augment family income. Further it is expected that family ties and community school relationships will be strengthened as parents learn to help children with their homework.

3 R'S: NONTRADITIONAL RECRUITMENT, RETENTION AND RE-EDUCATION #0017

New York City Public Schools
Brooklyn, New York PRIORITY #23A

CONTACT PERSON:
Vera Hannenberg
(212) 596-4061

To develop and pilot test a model for Title IX compliance. A model recruitment plan will be developed and implemented and instructional and support services will be included to promote retention non-traditional enrollees. Activities to re-educate staff and students to promote sex bias-free learning environments will be implemented.

INSTITUTE FOR FEMALES TO EXPLORE OPPORTUNITIES IN FIELDS OF HIGH TECHNOLOGY #0512

New York State Education Department
Albany, New York

PRIORITY #24B

CONTACT PERSON:
Marjorie Rush
(518) 474-3934

Project will assist in encouraging and motivating females for entry into high technology areas via written and visual career information and peer tutoring with educational institutions and community agencies. Students in grades 7 thru 11 will be the target population. They will develop materials with special emphasis on math and science careers. A cadre of these students will then become peer tutors and conduct sessions regionally in conjunction with educational institutions and community agencies.

THE NATIONAL TRAINING OF TRAINERS PROGRAM # 083AH31015

New York University
New York City, New York

PRIORITY # 25A

CONTACT PERSON:
Judity Rothschild-Stolberg
(212) 598-2144

To conduct intensive training workshops in seven (7) regions across the country. The training will be based on previously developed resources to foster educational equity with a special focus on children with disabilities, particularly disabled girls.

PROJECT TURNING POINT: AN EDUCATIONAL EQUITY MODEL FOR MATURE MINORITY WOMEN #0545

SUNY/College at Old Westbury
Westbury, New York

PRIORITY #24A

CONTACT PERSON:
John Allen
(518) 473-0365

Project will encourage and support mature minority women to enter and complete four year arts and science institutions using strategies drawn from the successful model, Project Turning Point, conducted at Old Westbury College since 1979. A process manual with slides will be developed for replication at other college campuses. The project will specifically focus on the black women's experience, descret from "all" women. Counseling and math anxiety workshops will augment the networking of women in the community and on-campus locations.

NO PROJECT TITLE #1003

SUNY/Stony Brook
Albany, New York

PRIORITY # 25B

CONTACT PERSON:
Monica Roth
(516) 246-6051

To identify career options for secondary/post-secondary school disabled women. Through group discussions, lectures, films and workshops, the project proposes to increase self-awareness and self-worth among the disabled women in attendance. Disabled women will discuss their success and failures and will serve as role models to inspire other disabled women to create networks of support to promote self reliance of participants and their peers.

COMPUTER EQUITY TRAINING PROJECT #083AH31692

Women's Action Alliance, Inc.
Manhattan, New York

PRIORITY #27A

CONTACT PERSON:
Sylvia Kramer
(212) 532-8330

This is a two-year computer equity training project. The goal of the project is to help eliminate a persistent barrier to educational equity for females by increasing the participation in computer learning of girls attending middle school. The project will produce strategies in manual form that will be suitable for use in diverse socio-economic, racial, ethnic and geographical settings.

CAREER EQUITY OPPORTUNITIES PROJECT # 083AH30665

North Carolina Commission
of Indian Affairs
Raleigh, North Carolina

PRIORITY # 24A

CONTACT PERSON:
Wanda Burns-Ramsey
(919) 733-5998

To provide 300-400 female Indian high school students exposure to non-traditional careers, career planning and professional Indian role models through a series of workshops across North Carolina. This project will also provide twelve (12) Indian high school girls with two (2) month internships.

NO PROJECT TITLE #0533

University of North Dakota
Grand Forks, North Dakota

PRIORITY #24A

CONTACT PERSON:
Lois Steele
(701) 777-3037

To provide special support services to American Indian females at the University of North Dakota persuing a degree in health fields, especially medicine. Students will be recruited from the 7th grade through medical school. They will attend special summer programs (already funded through other sources) during junior and senior high school years. Counseling conferences, workshops, rap sessions, positive self image sessions are the components of the project. A publication outlining the importance of medicine women in the Indian culture will be forthcoming.

COMPUTER RELATED CAREERS FOR WOMEN OFFICE WORKERS # 083BH31501

Working Women Education Fund
Cleveland, Ohio

PRIORITY # 27A

CONTACT PERSON:
Ellen Cassidy
(215) 842-2617

To help reduce persistent barriers to the entry of women office workers into computer educational programs by developing cirriculum and materials, testing them in workshops, and conducting follow-up activities.

EDUCATIONAL EQUITY NETWORK OF DISABLED WOMEN AND GIRLS #083AH31018

Oregon Health Sciences University
Portland, Oregon

PRIORITY #25B

CONTACT PERSON:
Pearl A. Paulson
(503) 225-7522

The project will establish educational equity support groups for disabled women and girls. The Crippled Children's Division of Oregon Health Sciences University will inform members of their rights to an equal education and wider career opportunities. They will also be helped to avail themselves of these rights. The program will train facilitators, and provide groups with curriculum materials and technical assistance. A network of six or more support groups will be replicated in another community to form an even larger network, capable of sustaining itself after the grant period.

TITLE IX COMPLIANCE PROJECT 083AH30022

School District of Philadelphia
Philadelphia, Pennsylvania

PRIORITY #23A

CONTACT PERSON:
Vera Demchenko/Thomas C. Rosica
(215) 299-7842

This is a Title IX compliance project. The School District of Philadelphia proposes to establish a model project of Title IX compliance for secondary schools in a large urban school district. The project will be carried out in three phases: Phase I - Training of seven leaders and 175 secondary school team members; Phase II - Implementation of School Action Plans; and Phase III - Preparation of videotape and accompanying pring materials for purpose of dissemination and replication.

THE PRINCIPALSHIP PREPARATION PROGRAM FOR HISPANIC WOMEN #083AH30537

Temple University
of the Commonwealth
System of Higher Education-Merit Center
Philadelphia, Pennsylvania

PRIORITY #24A

CONTACT PERSON:
Gladys Valcourt
(215) 787-6258

This project is a principalship preparation program for Hispanic women. It will involve Title IX three year training support for 12 Hispanic women educators interested in advancing professionally to the level of school administrators. The intent of the project is to prepare Hispanic women to function as principals in schools with large populations of Hispanics. The implementation and evaluation of the program will be described in a manual to be produced by the project staff and disseminated to school districts in the Delaware Valley with large concentrations of young Hispanic women.

TOWARD EDUCATIONAL, VOCATIONAL, AND EMPLOYMENT EQUITY FOR DISABLED WOMEN THROUGH NONTRADITIONAL JOBS AND CAREERS #083BH31001

Vocational Rehabilitation Center
Pittsburgh, Pennsylvania

PRIORITY #25B

CONTACT PERSON:
Heather Kijowski
(412) 471-2600

This project is geared toward educational, vocational, and employment equity for disabled women through non-traditional jobs and careers. It will condut informational workshops on non-traditional jobs and careers for disabled women, and offer one-year support services which will assist women to achieve identified educational vocational, and employment goals.

PROJECT LEARN 'N EARN: INCREASING MINORITY FEMALE PARTICIPATION IN NON-TRADITIONAL TECHNICAL EDUCATION #0515

Midlands Technical College
Columbia, South Carolina

PRIORITY # 24B

CONTACT PERSON:
Rea Drennen
(803) 738-1400

The project will develop curriculum materials for a non-traditional career development seminar for black females, age 14 to 18. The seminar will be pilot tested with female students from two of the largest county areas in South Carolina. After validation, the courses will be incorporated into the college career education services of their women's center and disseminated to 15 other technical education colleges in the States.

NO PROJECT TITLE #1522

Utah State University
Logan, Utah

PRIORITY #27A

CONTACT PERSON:
M.K. Jeppson
(801) 750-1226

To produce a faculty guide and workshop to reduce or alleviate science anxiety in women and ethnic minorities. The purpose of the project is to develop, test, and disseminate a workshop and faculty guide for teaching introductory science classes for students with special focus on ethnic minority, traditional and older or re-entry women with at least a five year lapse in their educational pursuits.

NO PROJECT TITLE #2008

Westminister College
Salt Lake City, Utah

PRIORITY #20B

CONTACT PERSON:
Patricia Whitfield
(801) 484-7651 Ext. 219

This project will focus on the low aspirations of rural high school girls, including Native Americans. It will conduct an assessment and encourage the development of local role models to interact with these young women. The project will work with 10 schools in a four state area in characteristically rural isolated areas. Students from two Indian reservations will participate, as well. The program will culminate with a regional conference and the establishment of a network that will provide a range of better options for students personal and professional growth which are consistent with local values.

PROJECT BEST (BLACKS EDUCATED SUCCESSFULLY FOR TOMORROW) #083AH30663

Hampton Institute
School of Nursing
Hampton, Virginia

PRIORITY #24A

CONTACT PERSON:
Patricia Sloan
(804) 727-5251

This program is called "Project BEST, which stands for "Blacks Educated Successfully for Tomorrow." It is Hampton Institute's Model to increase ethnic minority women in professional nursing. It is a support program model beginning with high school students and ending with graduation from Hampton's School of Nursing. The project will involve individuals, especially Black women, whose socio-cultural environment have inhibited them from obtaining knowledge, skills, and abilities required to enroll in and graduate from a School of Nursing.

"STRENGTHENING OPPORTUNITIES FOR HIGHLY ABLE YOUNG WOMEN IN MATHEMATICS, SCIENCE, AND COMPUTERS" 3083AH32087

Educational Service District No. 121
Northwest Gifted Education Center
Seattle, Washington

PRIORITY #20A

CONTACT PERSON:
Wendy C. Roedell
(206) 242-9400

This is a project for "strengthening opportunities for highly able young women in mathematics, science, and computers". It will be a comprehensive program to increase the participation of junior high girls in math, science, and computer training through a Math/Science Careers Conference, mentorship placement, business tours, hands-on computer workshops, math equity awareness training for students, teachers, counselors, and parents.

SEXUAL HARASSMENT IN SECONDARY AND VOCATIONAL SCHOOLS #083BH31554

Northwest Women's Law Center
Seattle, Washington

PRIORITY #27B

CONTACT PERSON:
Leslie Owen
(206) 632-8468

This is a pilot project on "Sexual Harassment in Secondary and Vocational Schools." The goal of the program is to be a statewide educational project for administrators, teachers, counselors, parents, students and community groups, presenting information to eliminate sexual harassment in secondary and vocational schools. This will be done through workshops, counseling, an audio-visual production, and a sexual harassment information packet. The final report of the project will be distributed to appropriate educational personnel, women's and community organizations throughout the State, as well as nationally by the Resource Center on Sex Roles in Education, in conjunction with the Law Center.

CAREER EDUCATION FOR FEMALE COLLEGE STUDENTS WITH DISABILITIES # 083BH31005

University of Wisconsin-Stout PRIORITY # 258
Menomonie, Wisconsin

CONTACT PERSON:
Mary Hopkins-Best
(715) 232-1409

To develop and validate a career education model for disabled women students through monthly group seminars and individual meetings to explore careers, match participant needs to career goals, and develop individual career plans.

Mr. GOODLING. Now, I am not going to get involved in any of innuendo, between the ins and the outs. I will try to rise above all of that and ask some questions that I think are pertinent.

First of all, I have a difficult time ever reauthorizing anything for 1 year because, realizing that no matter what administration is in power, the bureaucracy moves in such a manner that you probably wouldn't get the regulations implemented during that very first year.

However, I also have a real problem when we talk about reauthorizing things for 5 years. It seems to me that says that this committee is just not going to pay too much attention about what is going on—our oversight responsibility—until we get to the fourth year and then we'll look things over and have some hearings and reauthorize in the fifth.

Do any of you have a problem with reauthorizing for less than 5 years—3 years, 2 years, whatever? Is there anybody that wants to respond to that?

Dr. WOLFE. I would say that 5 years would be preferable, certainly from my point of view, but in the past WEEA had been authorized in periods of 3 years and I would, frankly, appreciate having more regular oversight of the program by Congress and that 3 years is acceptable.

Also I would say that having spent 10 years in the feds as a good bureaucrat, I did learn how quickly one can produce regulations so that——

Mr. GOODLING. Or how long it can take.

Dr. WOLFE [continuing]. Or how long it can take, yes. But I think that 3 years would be an absolute minimum.

Mr. GOODLING. I have a couple of other questions, I guess none of you here really are the people to pose this question to, but I will ask it anyway. I have some concern when I find that three States and the District of Columbia get two-thirds of the grants. Just what does that mean?

For instance, four grants went to San Francisco. I can understand that since it is heavily populated, one grant should certainly go there, but if you send four there, what happens to the rest of the country? Also, the District of Columbia alone gets $4 million. Is there any reason why the concentration is where it is? Is there anybody that wants to respond?

Dr. WOLFE. Well, I think that one is mine. First, I think the figures are a little bit skewed. It is not a flowthrough program. This is a competitive program and what we have found over the years from its inception in 1976 is that there are various States in which very few applications are prepared. In fact, in earlier days in WEEA when the appropriation was larger, there was a major contract to encourage the development of WEEA proposals by groups and school people in States where applications just weren't coming.

It is true that many of the applications—the majority of applications—come from a certain group of States—far more than three, by the way—but there is no way to——

Mr. GOODLING. Am I wrong in the statistics that two-thirds of them——

Dr. WOLFE. I think that the statistics are partially correct for 1 year of funding. I think it must be for 1983. You might want to look at statistics over the course of the life of the program. But in addition, one of the problems with Washington, DC, is that grants to national organizations or to institutions such as the American Association for the Advancement of Science are grants to develop materials and field test them nationwide. But the organizations are located in Washington, DC—the AAAS and the Association of American Colleges and such as that are incorporated in the District. You will find that the vast majority of grants in the District of Columbia are for projects that are field tested elsewhere.

The heavily populated States submit more proposals. Last year there were about 40 proposals for New York City alone. There is also the problem of proposal writing which we did try to deal with in that contract that helped people in proposal writing skills and learning about programs and so on. Unfortunately, in the last few years, there has been no ability of the program to go out into the country and to publicize the availability of these grants. The Director was not permitted to travel. The staff was not permitted to travel. The announcements of grants were not made officially to Members of Congress as they had been before so that there was a sort of diminishing of understanding that the program existed. So that has been a problem.

But, again, 43 States received grants between 1980 and 1983, which is not too bad for a discretionary grant program that is very small.

Mr. GOODLING. The next question I would ask—in talking to teachers, they seem to indicate that the grants that have gone to education groups—education agencies and so on—seem to give or prepare material that is more meaningful and useful to them and at a cheaper price than those that have gone out to private groups, nonprofit groups, and so on. Their complaint seems to be that they don't have the time to adapt a lot of the other material that comes to them. They just don't have that kind of time, but they do get much more beneficial material from the educational grants rather than the private sector, nonprofit groups.

Dr. WOLFE. Well, if you take, for example, the materials developed by DREDF, there are not too many educational institutions or organizations that could have developed something like the book "No More Stares," which is highly adaptable and useful. In addition, a group like the National Women's History Week Project—

that I mentioned—has developed some text and curriculum materials for teachers and schools. One of the purposes of the tier II program—that local implementation grants program—which we all would like to see funded, is to allow teachers, administrators, entire school districts to take existing models and replicate them, adapt them as needed and implement real equity programs in the schools. That tier II is not designed to reinvent the typewriter by developing yet another curriculum that duplicates others, but rather to take the models as tools and use them in the schools.

Mr. GOODLING. Ms. Jensen, are there any new projects that you are familiar with that are being proposed?

Ms. JENSEN. From the Council, Mr. Goodling?

Mr. GOODLING. From the Council.

Mr. JENSEN. Yes, but I, before I begin my comments, I should indicate to you that I am but 3½ weeks old at the Council, but I will give you the information of which I am aware.

There is currently underway a project to put together a project on sexual harassment that the Council is hoping to come out with fairly shortly. There is a subcommittee of the Council which met just this week, a task force on forums and that task force is going to recommend to a full Council committee that there be forums across the country to look at the issue of economic security for women this country through educational equity and there will be a dialog, hopefull, between educators, between the private sector and between Government officials on that particular topic. Hopefully, there will be several of those forums across the country. As I said, it exists now as a recommendation from the forum subcommittee to go to the full Council the middle of May and we are very hopeful that something will develop out of that.

Mr. GOODLING. One last comment. In Ms. Wolfe's recommendations, I first of all agree that the Federal dollars for dissemination are very important and we may be able to change the language so that this can be done. But the comment I would make concerns your statement that "quality education cannot be achieved unless there is a guarantee of equity for women and girls," I was thinking that that probably is also true for boys and men and blacks and whites and handicapped and nonhandicapped and Hispanic and so on. So maybe we ought to try to emphasize for everybody rather than just for women and girls. Even though it's a Women's Educational Equity Act, I think we have an umbrella that we should spread over everybody.

Dr. WOLFE. We would agree with that.

Mr. GOODLING. In my office I am so outnumbered that I need some protection, too.

Mr. WILLIAMS. Mr. Nielson.

Mr. NIELSON. I appreciate the testimony. I am sorry I had to interrupt to go over to another markup in the other committee.

Mr. Funk, I was interested in your comment about the fact that the only place you could get grants for the disabled group was the WEEA grants. I note also in looking through this list that has been provided and entered in the record that WEEA gets involved in a lot of joint projects—that is with title IX compliance, with rural, Hispanics, disabled, Indians, and so on.

Do you think that that diverts funds too widely to do much good?

Mr. FUNK. You mean by funding a wide range of activities?

Mr. NIELSON. Yes.

Mr. FUNK. No, I think from my point of view, from our program in particular, I think the advantage, what it did was permit us to raise issues and raise ideas and—because WEEA was the only source of money, because we are part of the population that knows the issues, we could study them and we could put them together in a form that would raise issues that other people would utilize.

I think there is an advantage to spreading it out because a lot of the creative knowledge and a lot of the innovation is occurring not in Washington, DC, necessarily but in Utah, for example, and other States.

Mr. NIELSON. Are you telling me that in the State of California, which has been a leader in programs for handicapped, disabled, and minority individuals that there's no program in the State of California that would have helped you in this area?

Mr. FUNK. Part of the problem is the kind of work that we do is somewhat ahead of its—how do I put this without—we approach a lot of disability issues from one question. We asked, "Is it going to further integration?" I'm not concerned about services, about various other models. Most of the traditional funders fund disability programs along traditional models, health issues, medical model designs, charitable models, health services. Our approach is less concerned with that than what are the social institutional problems, the biases, the policies, and practices that restrict entry into the system, given the fact that you may be mobile, have all the wheelchairs you need, have all the health care that you need.

Given that fact, I'm concerned about the next step. And most of the traditional funders do not look at disability from that point of view, and that's been true from my experience in foundations, corporations, and so on.

Mr. NIELSON. That's very disturbing, Mr. Chairman, that the Federal Government must end up as the source of all help in these areas, that you would go to the women's equity group, which has, of course, to cover all the waterfront, when there should be many other agencies that should be involved in the disabled group. I can't figure out why that would be the case.

Let me ask a further question. Why is WEEA still needed? The first speaker, I didn't hear your testimony but I read it. What is your opinion? Could you give me just a couple of sentences on why it's still needed?

Ms. STEIN. Yes, if you walk into a school or look at the statistics.

Mr. NIELSON. You've done great things and you seem to have solved most of the problems you had earlier on.

Ms. STEIN. I wish you were right.

Mr. NIELSON. That's what you imply.

Ms. STEIN. I wish I was here to tell you that you and I were in concurrence that things are great and we can give this money to a charity or some other source, and when that day comes I think we'll both be celebrating.

The statistics are not like that. I saw some recent statistics on vocational education.

Mr. NIELSON. But we have vocational programs. We have others.

Ms. STEIN. Will you let me answer?

Mr. NIELSON. Yes, all right, but let's stay on the subject. Go ahead.

Ms. STEIN. I was talking about girls' ability to matriculate into vocational education classes where they could become gainful workers.

Mr. NIELSON. OK. Yes, I'll accept it in that form. OK. Go on.

Ms. STEIN. OK. The statistics on that show that that is a severe problem, that they are not going into those classes, that when they do enter those classes they are facing discrimination, they are facing harassment, that they are still being geared to the programs where they are least likely to be able to not have to turn to the government to support them and support their families.

We're finding that in math and science, once again, they're not, with all the computer age, that they are not being—that they are not entering those courses, that they are not encouraged to enter them, in the same way that boys are. That if they are, they are entered toward the key processor versus working with computers, as computer programmers. There are very serious problems that at the final end show up in our economic status when you think of how much women earn, but that start very early in education. And the statistics show that we have made some progress but we are very far from equity.

Mr. NIELSON. Dr. Wolfe has heard this before, but the computer science program at the university I taught at for 25 years has more women students than men and they make more money, they are——

Ms. STEIN. Well, maybe you should do a WEEA program to show how you did that.

Mr. NIELSON. They are sought after and, in fact, I have a case I could name where two Chinese, a boy and a girl, sister and brother, both applying for graduate school with almost identical records, she got a very full scholarship at Louisiana State University and when she applied for a job after getting her doctorate, she got a very, very fine position. The boy has had a hard time doing the same, and he's just as bright a student

In fact, I think you may find some reverse discrimination in some instances, some selective instances.

Let me ask a question. What percentage of college students are female at the present time?

Ms. STEIN. I think right now it's over 50 percent. I think it's 51 percent.

Mr. NIELSON. And what was it 20 years ago?

Ms. STEIN. Well, I know about 10 years ago it was around 45 percent.

Mr. NIELSON. So we are making progress there? We're no longer in minority status in that regard?

Ms. STEIN. In 4-year colleges that's right.

Mr. NIELSON. OK. What percentage of grants, tuition waivers, and so on, go to females as compared with men?

Ms. STEIN. Tuition?

Mr. NIELSON. Tuition waivers and loans and so on, student loans and so forth. What percentage? Are you getting your fair share?

Dr. Wolfe. I don't think we have that data at this point. I know the Department of Education is not collecting data by sex for loans and grants.

Mr. Nielson. Those would be interesting.

Dr. Wolfe. Yes; we wish they would still collect it.

Mr. Nielson. My feeling is, of course, that you are making great progress. Let me ask you, maybe, some other questions. I read this list of grantees and some of the descriptions of the projects and I can see why places like the digest and so on get all excited about the ones you've granted them to.

For example, what is the Women's Support Network in Santa Rosa, Ca? What kind of organization is that?

Dr. Wolfe. It's a nonprofit organization that does teacher training on title IX and sex equity and develops curriculum materials.

Mr. Nielson. OK. What would the Feminist Press be that you talk about?

Dr. Wolfe. It's just what it sounds like. It is a press, a publishing house, that was established in the early seventies to publish some of the books, curriculum materials, and also novels and histories and so on about women that had not been published or available before. They are doing a new book.

Mr. Nielson. If you didn't have that background and just saw a grant to the Feminist Press, could you possibly get the impression you are feeding the feminist ideas and that you are looking at the feminist political viewpoint?

Dr. Wolfe. I'd first look and see how much money they got and what they are doing and then compare it to the rest of it.

Mr. Nielson. No; just answer my question. Can you see a reason why some might object, again, to an organization which says the Feminist Press?

Dr. Wolfe. I can see a reason why some might be concerned about that. I can't see that as a reason for escalating a nuclear war on the Women's Educational Equity Act Program.

Mr. Nielson. No; I think you're trying to——

Dr. Wolfe. I understand that the word "feminist" is used pejoratively by the Conservative Digest. That I understand.

Mr. Nielson. Apparently——

Ms. Stein. Might I answer?

Mr. Nielson. Yes.

Ms. Stein. I don't understand. The law was created to promote educational equity, and maybe I'm naive. I don't know why it would be surprising that a group that used the word "feminist" would be contracting with something that is to promote equity for women and girls. That sort of seems like it would follow.

Mr. Nielson. I do not wish to be, oh, supporting or in any way condoning Mr. Heatherly's viewpoint, and I agree that he was rather extreme. But I can see where just reading the list and reading the titles of your projects you get the impression that you are reaching out to an awful lot of areas and perhaps going beyond the original intent of the law, and it seems to me that you are reaching very hard to find areas where you can tie your, the women's groups, to all the other groups in the country.

And frankly, if I were involved with a disabled group, I would not go seeking information from the women's group. I would be working on disabled problems in general, per se.

Dr. WOLFE. But if you were a disabled women you would be recognizing every day of your life that you were discriminated against not just because of your disability but because of your sex, and then you would seek some kind of assistance in that.

Mr. NIELSON. I think the disabled men would also be discriminated against and it would have nothing to do with the sex, I believe.

Dr. WOLFE. Absolutely true. That is true. And I think that's what we call double discrimination on the basis of sex and disability. Discrimination on the basis of disability alone is, indeed, severe and serious, but is single discrimination, you might say. It doesn't make it any less terrible but it means that a program such as WEEA can develop new kinds of materials that are useful in breaking down barriers of double discrimination.

Mr. NIELSON. Let me just ask this general question. Do you believe that title IX could be handled and compliance could be taken care of without the WEEA, or do you think you are the ones that are watching that title IX is taken care of? Over half your grants are for title IX compliance studies.

Dr. WOLFE. The purpose of the WEEA priority on title IX compliance is not to enforce the law, not to enforce title IX or to make any statements about enforcement or compliance, but simply to develop materials that will help schools to comply, since we know that schools want to comply.

Mr. NIELSON. But many of your projects are, say, for title IX compliance programs.

Dr. WOLFE. Yes. To assist——

Mr. NIELSON. It sounds just opposite to what you just said.

Dr. WOLFE. No; it's to assist the schools or the institutions, for example, the one in Michigan, the Kansas State Education Agency. It's to assist those institutions to develop materials, training, whatever they need, to help themselves to comply with title IX.

Mr. NIELSON. Did WEEA take any stand one way or the other on the recent bill that was introduced by Congresswoman Schneider to broaden the language of title IX to make sure that compliance is to the entire institution, not just to the program? Did you take any stand in that bill?

Dr. WOLFE. Of course, the Federal program wouldn't be able to take any stand at all and never would.

Mr. NIELSON. Did you or any of your staff take a stand in that regard?

Dr. WOLFE. In WEEA?

Mr. NIELSON. Yes.

Dr. WOLFE. The WEEA staff, no.

Mr. NIELSON. As far as you know it didn't?

Dr. WOLFE. No.

Mr. NIELSON. Any other comment on that?

Ms. STEIN. No.

Mr. NIELSON. Do you get involved in any of these women's issues? ERA, for example, have you taken any stand on ERA, for example?

Dr. WOLFE. Do you mean at WEEA?

Mr. **Nielson**. At WEEA, yes.

Dr. **Wolfe**. At WEEA, no.

Mr. **Nielson**. What about the math-science program? Have you taken any stand on that program?

Dr. **Wolfe**. WEEA has funded many projects, starting in 1976, on math and science equity, promoting equity for women in math and science careers. But the WEEA Program itself would take no position on any legislation or any judicial decision at all. I mean, that would be forbidden. The program's purpose is merely to fund the development of new materials and to stay in the vanguard, to ensure that schools and parents and teachers and administrators have the materials that they need to implement the law.

Mr. **Nielson**. Ms. Patricia Jensen, is it?

Ms. **Jensen**. Yes.

Mr. **Nielson**. Do you have any—you're new to the organization, I grant that.

Ms. **Jensen**. Yes.

Mr. **Nielson**. Do you have any preconceived notion as to what WEEA ought to be doing? In other words, before you took the job that you have now, what was your feeling about WEEA? Go back a few months before you became involved. What was your attitude? Was it a very important aspect as far as society is concerned, as far as you're concerned?

Ms. **Jensen**. I think that educational equity for women and girls is a very important thing.

Mr. **Nielson**. That's not my question. I said how did you feel about it? Did you take an active role or an interest in it before you became involved in it directly?

Ms. **Jensen**. I did not take an active role in the WEEA Program, no.

Mr. **Nielson**. Does being in WEEA or an associated group give you a militancy, perhaps, as I have observed in some people in this group?

Ms. **Jensen**. I don't believe so.

Mr. **Nielson**. You don't look—you don't seem to me as one who would ever become militant. I assume you won't. But I get the impression, whenever we deal with women's issues that if you don't go 100 percent of the way you're somehow not very good. I get the impression in some of these issues it's "We ask no quarter; we give none" type of an approach.

Frankly, I support women's issues, but I want to be sure that we don't discriminate against men while we're helping women. For example, the Non-Discrimination Insurance Act. We just had that in the other committee. Because the act was amended in committee to exempt private life insurance and automobile insurance, where the biggest difference between men and women exists, and now only applies to group insurance, the sponsors of that bill, mainly women's groups, said, "Okay, we want nothing more to do with that act. We don't want it unless we can have the whole thing. We don't want to just correct it on the group policies. We don't want to have anything further to do with it."

It's that kind of attitude that makes it difficult for me to be as supportive as I'd like to be. Would any of you like to comment on that?

Ms. SIMONSON. Yes. I am Joy Simonson, appearing for the Citizens Council on Women's Education, which works with these other groups. I'd just like to call your attention, Congressman, to the fact that the Women's Educational Equity Act specifies that nothing in the act shall exclude the participation of men and boys, and we heartily subscribe to that being in any new reauthorized act. We believe in that and it is a fact that there are male grantees and that there are men and boys involved, enrolled, in some of the programs, and we truly believe that the materials that are being prepared under this act will enhance educational excellence, through equity for everybody, and I couldn't agree with you more that we need equity as well as excellence for everybody.

Incidentally, we also are recommending strongly that there should be men on the National Advisory Council.

Mr. NIELSON. I agree with that.

Ms. SIMONSON. There were from 1975, the first council, until 1982. There always were three men. It wasn't a quota system, but it was usually three. And at the present time there are none. We think that broadens the base and the advice would be that much better on the council.

Mr. NIELSON. I hope I haven't come across as a real ogre on this. Maybe I have. But I do want you to put your best foot forward and if you can disassociate yourself completely from what I consider militant women's groups who seem to say, "Give no quarter; ask none."

This insurance bill is a perfect example of "If I can't have the entire loaf I don't want even the crust." I think that is one of the things we have a problem with in congressional action.

I will return the time.

Dr. WOLFE. Could I answer that?

Mr. NIELSON. Yes.

Dr. WOLFE. Because I think Mr. Nielson has tried very hard to be supportive of WEEA, and so whatever happens with insurance, we hope that you will continue to support educational equity for women and support this statute, which is an extremely cost effective one and can be even more so, and really is quite helpful.

Mr. NIELSON. Thank you. I thank the panel for coming.

Mr. WILLIAMS. Thank you, Mr. Nielson. I don't think you came across as a real ogre. I almost feel as though I should ask for a show of hands of the militants in the room and then ban them from the rest of this hearing. That great conservative who was in the vanguard of the right for so many years and, to his credit, still is, Barry Goldwater, once said something with which I agreed, and I found very few other of my friends who did agree with him. He said "Extremism in the defense of liberty is not a vice." I think he was talking about militant people who are out there being militant for the kinds of things that the Constitution says they should be guaranteed without being so militant.

Is this the—let me ask Dr. Wolfe. Is this the 10th anniversary year of WEEA?

Dr. WOLFE. Yes.

Mr. WILLIAMS. So, let's see. Thus, members have been appointed to the advisory council by Presidents Ford, is that correct, Carter?

Dr. WOLFE. Yes.

Mr. WILLIAMS. Reagan?

Dr. WOLFE. Yes.

Mr. WILLIAMS. You have, no doubt, known some of the appointees, then, of all three of the Presidents?

Dr. WOLFE. All of them.

Mr. WILLIAMS. Can you give me an idea of the background of some of the people that were appointed by President Ford?

Dr. WOLFE. I think Ann Campbell, who was chief State school officer in the State of Nebraska, was appointed in that administration. John Fuller, who is president of the Great Lakes Colleges Association. I am doing this from memory so I'm likely to slip. But I am sure Joy will correct me if I do.

There were quite a few members that stayed, whose terms carried over, so those I forget. There were schoolteachers, there were counsellors, there were, again, chief State school officers, university presidents and the like. Ernest Boyer, who was at the time president of the State University of New York, was a member in the first year, I believe.

Mr. WILLIAMS. Appointed by President Ford?

Dr. WOLFE. Yes. Yes. The Council has always had bipartisan membership, until 1982.

Mr. WILLIAMS. How about the background of some of the other members? Can you give us the background of some of the members appointed by President Carter?

Dr. WOLFE. Let me see. The director, or chair, of the Department of Political Science at Southern University, Jewell Prestige. There were several others who were also teachers and administrators.

Dr. SIMONSON. We also had—I say "we" because I was the director for the Advisory Council at that time, there were always a number of racial and ethnic minority members. For example, there was a Japanese-American school principal from California. There was a black city councilwoman from Miami, Dade County.

Dr. WOLFE. It's funny how quickly you forget.

Mr. WILLIAMS. And perhaps, Dr. Wolfe, and perhaps you too, Ms. Jensen, would like to tell me about the people that have been appointed by President Reagan, their background.

Dr. WOLFE. Well, their résumés are a little fresher in my mind. I should tell you that as director of the program, it used to be my duty to recommend a slate of nominees to the Secretary's Office and in the olden days in the Ford administration or the Carter administration, or before my time, in the Nixon administration, the way this worked with advisory councils was that the program director would meet with the person in the Secretary's Office responsible, on some cooperative arrangement. And so we did review extensive piles of résumés to recommend people who were most qualified.

The current membership primarily was proposed from the White House. The résumés were sent to the Department and they slithered down to my office and we were allowed to look at them and review them, but not to make any selections. Merely to do the paperwork.

Most of the credentials of the members were political. They had Republican Party credentials. They had conservative credentials. They had Eagle Forum credentials. That is, as you probably know, Phyllis Schlafly's group. There were very few who had the kind of stature in education that previous administrations had felt would be important for this Council, and for all of the Education Department councils.

Mr. **Williams**. Did any of the——

Ms. **Jensen**. Mr. Chair, could I also comment on that?

Mr. **Williams**. Yes. Let me just—I'm going to do that, Ms. Jensen.

Ms. **Jensen**. Thank you.

Mr. **Williams**. But let me ask a followup question which is timely for me to present now. You mention that they had Republican Party credentials and conservative think tank credentials, or whatever the group was. Did not some of the earlier Carter nominees have Democratic Party credentials and were they not involved with perhaps Brookings, or were they not involved as members of the women's group that was promoting ERA?

Dr. **Wolfe**. Well, there's a difference between party politics credentials and campaign credentials, and Brookings or ERA or whatever. Indeed, I never saw réumés of people who were nominated to the Council in the previous administration that were—in which the credentials were defined in terms of party politics. I never knew, frankly, whether people were Democrats or Republicans. I knew about their education, I knew about their employment status, I knew about the volunteer work they did in their community. But I never knew anything about their political activity from their réumés or from any of the interviews we did. We never asked.

Mr. **Williams**. Oh, I see. You're saying that when the résumés and the credential packet came to you, it carried in it the person's political persuasion and affiliation, is that it?

Dr. **Wolfe**. In the current council the réumés were primarily describing political activities rather than the former kinds of activities.

Mr. **Williams**. I see. Ms. Jensen.

Ms. **Jensen**. Mr. Chair, first I would like to comment that this Council does have a racial mix on the Council. We currently have two vacancies on the Council to be filled and I do not know exactly what the situation will be with those new appointments. But we do have a woman who is black and a Hispanic and another woman of French and Russian descent

As far as the background of the current Council members, they are very, very qualified. I do not know personally their political backgrounds. I have not looked at their réumés. I have met with some of them already since I have been at the Council. The Chair of the Council is president of her own export-import business and is on a residential utilities consumer board in Minnesota and has been active in the YWCA in Minnesota.

We do have a woman legislator on the Council. We have women who are involved in their own businesses. We have women who have been educators. I am convinced, as when I interviewed with this group of women when I came to Washington to interview that they care very much about educational equity and that they are, in fact, very well versed in educational equity and women's issues.

Mr. **Nielson**. Will the chairman yield?

Mr. **Williams**. Yes; I would be pleased to yield to the gentleman.

Mr. Nielson. Ms. Jensen, do you know—are you aware of the political coloration of your Council that you have just joined? It is alleged that they are all rightwing Republicans. That's the inference that I am getting.

Ms. Jensen. At this time, I could not tell you for certain if, in fact, they are all Republican.

Mr. Nielson. Well, I am not worried about whether they are Republicans as much as if they are there to do the job and if they are rightwing or not.

Ms. Jensen. They are there to do the job, I can tell you that.

Mr. Nielson. If their credientials are Heritage Foundation of Eagle Forum or so on like that, I don't think that should be part of the credential. Are you aware of these credentials as such?

Ms. Jensen. I am not aware of all of the credentials.

Mr. Nielson. Are you a member of either of those groups?

Ms. Jensen. No; I am not.

Mr. Nielson. I note on the list that I have here that we have Ellen Hoffman who just resigned. I don't know where she was, but she worked with Senator Mondale on the Senate Subcommittee on Children and Youth. I doubt she was a rightwing Republican.

Ms. Stein. She was dismissed from the Council 1 year ago, 2 years ago as soon as the new members were put on.

Mr. Nielson. What about Lili Dollinger, who also worked with the Senate Committee?

Ms. Stein. She worked for Senator Jepsen.

Mr. Nielson. OK. I am trying to find a comment of which party they are——

Ms. Stein. Well, I can explain to you some of the—and I don't want to bore you with all of the details—but an indication of where this Council is coming from was that the very first act they took at their very first meeting of the newly comprised group was to dismiss the Council's Director and appoint as the Executive Director someone who had testified a few months before for defunding of the Women's Educational Equity Act program and who was the chair of the Illinois Eagle Forum. That was their very first action which, I think, indicates the demonstration of where they were coming from, but we did know something about their backgrounds. But that was their first action.

Mr. Nielson. Are you saying that the administration, having failed to eliminate it legislatively, was doing it from within? Is that what you're saying?

Ms. Stein. I think you could read that into it.

Mr. Nielson. That's what you said, wasn't it?

Ms. Stein. I think that the administration, having failed to do it, was trying to place someone in the position who was not sympathetic with the statute's intent.

Mr. Nielson. Thank you, Mr. Chairman.

Ms. Simonson. You asked, Mr. Nielson, if the members included some of what you yourself describe as the rightwing groups. And I did have the opportunity to see the——

Mr. Nielson. I was just quoting you people here.

Ms. Simonson. Well, there are at least two members of the present Council who listed on their official curricula vitae that they were members of the Eagle Forum. One of them, I understand, serves as counsel for the Eagle Forum and another says that she has been a member in her State.

Mr. Nielson. How big is the Council? How many members?

Ms. Simonson. Nineteen members. Two ex officio and 17 citizens appointed by the President.

Mr. Nielson. Do you think it's wrong to have 2 who have a conservative viewpoint out of 19?

Ms. Simonson. A conservative viewpoint, no. But an organization which is officially, openly opposed to the purpose of the act on which they are advising, I think that is inappropriate.

Mr. Nielson. Are you saying you have to screen them as to what their preconceived notion is? That's why I asked Ms. Jensen, did she have any preconceived attitude toward it before she joined the Council. Is there some sort of a litmus test we must pass before we put people on the Council or are we trying to become representative?

Dr. Wolfe. Mr. Nielson, I think what we're proposing is that members of the Council should have some demonstrated expertise in educational equity for women and girls and that would not involve reviewing anybody's political party credentials or experience, that that, in fact, would be an irrelevant qualification.

Mr. Nielson. Thank you. Thank you, Mr. Chairman.

Mr. Williams. It seems to me that the issue is not should Republicans or Democrats be appointed to this Council or other councils, nor it seems to me, should the matter of one's affiliation with various interest groups be of particular note when one is making appointments to these councils.

I must say, though, that I am troubled, and I think most Americans would be troubled if the indication that Ms. Wolfe has given us is, indeed, fully accurate. That indication being that the credentials packet, the résumes, apparently listed as a high priority one's political affiliation, and membership in various political pressure groups.

It seems to me that there's something terribly wrong if, in fact, that is being done by this White House, or any White House.

You know, we all, Democrats and Republicans, kid some about old Mayor Daley's Chicago and how people were appointed based on their affiliation with the Mayor's party. There was opposition to the abuses which that brought, from people in both parties. It was liberal columnists, writing in those newspapers, who first brought that to the Nation's attention and objected to it.

To move that to the highest office in the land, it seems to me, is a terrible wrongdoing. If it's so, I must say it has escaped the attention of the American people who, if they knew it was going on, would object in a very major way immediately, and again in November.

The act, as I read it, calls for staggered appointments, "The members first appointed under this clause shall serve as designated by the President, six for a term of 1 year, five for a term of 2 years, and six for a term of 3 years." So, the law calls for staggered terms It is my understanding that the President received, if memory is correct, an Attorney General's opinion that said that these people who serve at the pleasure of the President can be fired at the pleasure of the President, regardless of the fact that the law passed by the Congress and signed by the President calls for staggered terms.

And now to learn that the people who were then reappointed may well have been reappointed solely on a political basis. It's terribly objectionable and worse, it has taken up the time of this Congress and this committee and people interested in this issue when that time could have been better spent trying to improve the act. It's like a treadmill. We're not getting anywhere.

Well, we appreciate very much all of you being here. I would have preferred to chair a hearing that had had time to find ways, more ways, to improve the act. But we have your testimony, which has some excellent recommendations in it, and we will pursue those.

This hearing is concluded.

[Whereupon, at 11:56 a.m., April 5, 1984, the subcommittee recessed, pursuant to the call of the Chair.]

[Additional material follows:]

UWEX UNIVERSITY OF WISCONSIN-EXTENSION

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WOMEN'S EDUCATION RESOURCES

Kathryn F. Clarenbach
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Constance F. Threinen
608/262-9760

November 12, 1982

The Honorable Carl Perkins
U.S. House of Representatives
Washington, D.C. 20515

Dear Representative Perkins:

I respectfully request that these comments be included in the official record of the Congressional oversight hearing into the operations of the Women's Educational Equity Act Program.

The Women's Educational Equity Act Program is one of the most valuable federal programs ever to be enacted on behalf of American women. In its eight years, the modest—pathetic—funding invested in WEEAP has had multiplier effects beyond any reasonable expectations. As chair of the Wisconsin Governor's Commission on the Status of Women during six gubernatorial terms, both Republican and Democratic, as president of the National Association of Commissions for Women, as Executive Director of the National Commission on the Observance of International Women's Year, I have had countless opportunities to witness and evaluate the influence of this program across the nation.

In my professional capacity at the University of Wisconsin where I chair Extension's state-wide Women's Education Resources, I have relied on information and ideas developed under the many widely varied, creative projects funded by WEEAP. My office serves as a resource to public schools, our state Vocational Education System, the Department of Public Instruction, the Wisconsin Women's Network of 60 organizations, as well as to adult education students and teachers. WEEA's stimulation and recognition of constructive grassroots efforts to open opportunities for women and girls have initiated overdue changes in educational institutions, have alerted communities to the need to utilize well all our human resources, and have demonstrated the feasibility and rewards of democratic, citizen participation. WEEAP's special sensitivity to the unique potential and needs of our various minority populations is notably gratifying.

As a consultant to the National Advisory Council on Women's Educational Programs, I participated in the design and conduct of four regional consultations with rural constituents and authored the 1977 publication on "Educational Needs of Rural Women and Girls." That one project alone has inspired at least 20 related programs I know of across the country. It has also served as one of many evidences that the ongoing need for continuing public investment in WEEAP is enormous. The responsibility for assuring educational equity in the United States has only begun.

In 1981 I served as one of the outside grant readers for WEEAP. That experience expanded my understanding of the possibilities for untold ingenuity and improvement in our educational system were federal funds for WEEAP truly commensurate with those possibilities. This year it was a great disappointment to be de-invited at the last minute as a reader.

I thank the Subcommittee on Elementary, Secondary and Vocational Education of the House Education and Labor Committee for holding this hearing and receiving this testimony. I urge you to continue and strengthen the commitment of the federal government to the priorities of the Women's Educational Equity Act Program.

Respectfully,

Kathryn F. Clarenbach

Kathryn F. Clarenbach, Ph.D.
Professor, Political Science

KFC:mjf

San Francisco State University

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Office of the Provost

December 29, 1982

The Honorable Carl Perkins
House of Representatives
Washington, D.C. 20515
Attention: Ms. Nancy Kober

Dear Sir:

It is my understanding that the Health Education and Labor Committee's Subcommittee on Elementary, Secondary, and Vocational Education is planning an oversight hearing into the operations of the Women's Educational Equity Act Program (WEEA). The purpose of this letter is to have my comments about the WEEA Program included in the official record of this congressional hearing.

From 1979 to 1981, I was a WEEA Project Director for the Curriculum Analysis Project in the Social Sciences at Utah State University. The purpose of the project was to develop curriculum materials for use in introductory college and university courses in the social sciences throughout the nation. The curriculum materials were to be designed to infuse the introductory courses in the social sciences with content about sex and gender issues of importance to both men and women students. In addition, we were funded to produce a module about how content is communicated; i.e., classroom communication patterns between students and faculty. As a result of the research and development, four sets of materials were produced and have been disseminated. Guidelines for Student-Faculty Communication and Content Guidelines for Psychology, Sociology, and Economic Courses have been published and disseminated through professional organizations in higher education. If WEEA's funding had not been cut, these materials would also have been disseminated through the WEEA publishing center. They would have had additional exposure to a wider audience, in particular teachers in secondary schools through publication by WEEA.

My colleague, Dr. Pearce of Utah State University, and I worked very hard to create high quality products of benefit to students and faculty throughout the nation with the funding we received from WEEA. We administered our project carefully and produced far-reaching materials which were beyond the scope of the original funding. The products we developed with WEEA funding are of use to colleges and universities throughout the nation and have the potential for a major impact on the teaching of students at the undergraduate level. The number of copies marketed successfully to date indicates a large audience for educational equity materials.

Through my own career experiences as an administrator and faculty member in higher education, I am very much aware of the continuing discrimination against women as students and as faculty, and the need to transform the curriculum within higher education so that women's accomplishments and history are properly recognized. Funding for the WEEA Program is still sorely needed in America to continue to provide materials that encourage educational institutions to fully incorporate women students into the teaching-learning process.

Thank you for the opportunity to provide comments regarding the WEEA Program.

Sincerely,

Judith M Gappa

Judith M. Gappa
Associate Provost, Faculty Affairs
Professor

JMG:spb

ORGANIZATION OF CHINESE AMERICAN WOMEN 美華婦女會

1525 "O" Street, N.W., Washington, D.C. 20005 (202) 328-3185

A Statement prepared for the Hearing by the United States House Subcommittee on Elementary, Secondary and Vocational Education on Women's Educational Equity Act Program, December 9, 1982.

I am Pauline Woo Tsui, President and Executive Director of the Organization of Chinese American Women (OCAW). I am pleased to submit to the Elementary, Secondary and Vocational Education Subcommittee of the House Committee on Education and Labor the following statement on the positive impact the Women's Educational Equity Act Program (WEEAP) has had on Chinese American women, in accordance with the legislative intent of the United States Congress.

By enacting the Women's Educational Equity Act (WEEA) in 1974, Congress recognized the inequitable burden placed upon American women, majority or minority, in their quest for equal educational and professional opportunity, and made it a public policy to provide educational equity for all women in the United States. As a minority group, Chinese American women have benefited from this Act to enable a sizeable portion of the population to participate fully in American society.

On account of our sex and ethnic origin, we have not been able to take for granted what others have often treated as the birthright of an individual in this free, democratic country-educational equity. We suffer from sex role and racial stereotyping which has assigned to us a particular set of characteristic traits - submissiveness, timidity, lack of assertiveness - and confined us to a particular range of occupations, for professional women predominantly in the scientific and technical areas, rather than managerial or administrative and for those in the non-professional occupations, in garment factories and Chinese restaurants. Only through organized public action, we realized, and with the support of sympathetic public agencies, could we begin to fully exercise the right of free choice and obtain what is due us educationally and professionally based on our qualifications.

Such is basically the reason for being of the OCAW. As the first and largest Asian American women's group, we have since our founding in 1977 sought to integrate Chinese American women into the mainstream of American life. Recognizing in racial discrimination and sex role stereotyping the most serious barriers to such integration, we have targeted our efforts, on the one hand, at promoting awareness among our members of the wider career opportunities available in this country especially in non-traditional jobs and, on the other, at disseminating knowledge about us so that society at large may come to know us better.

Private initiative and public policy merged in 1980 when we applied for and were awarded a three-year grant by the Department of Education under WEEAP. The primary objective of the grant is to provide funding for OCAW to develop and demonstrate models to give Chinese American women a greater awareness of what educational equity is and how confining sex role and racial stereotyping has helped put them in a professional bind.

The WEEA funding has enabled us to undertake a number of important projects:

- publishing a bimonthly newsletter, OCAW SPEAKS, with a circulation of about 2,000 copies. Basically, our newsletter keeps our members and other interested individuals informed regarding the latest developments on the educational equity front and other issues of concern to them. It also serves as a means of communication for Chinese and other Asian Americans throughout the United States.
- conducting a literature review on Chinese American women. Stereotyping and prejudice are born of misinformation and thrive on ignorance. Unfortunately, relatively little serious research has been done on Chinese American women, whether as it relates to our history, social role, demographic profile or employment patterns. Whatever little research that does exist has not received the attention that it deserves. To replace myth with reality, it is imperative that public understanding of Chinese American women be enhanced. It is for this reason that we have undertaken our literature review, which incorporates works in Chinese and English, published both here and abroad.
- compiling a select bibliography on Chinese American women. The bibliography will be a record of all available materials, printed, audio-visual, etc. which document any aspects of the life of Chinese American women, past and present. It seeks to be both selective and comprehensive so that it would be a useful reference tool to the general reader as well as the specialized researcher.

More important, the benefits of the WEEAP grant have accrued to a large number of Chinese American women through the development by the OCAW of two training models, one for professional women and one for non-professional women. The former has been developed to enable college-educated Chinese American women to seek for and advance in their careers, including managerial and decision-making positions. The model was first formulated at a conference held in Washington, D.C., in our first grant year, 1980-81. It drew about 150 eager participants. The model was field-tested at a series of workshops held in Houston and Los Angeles in 1982. These training sessions were well attended: the Houston meetings attracted 100 women, Los Angeles, 300. The enthusiastic response of our target population and the resultant conference resolutions to hold such conferences annually on their own resources testify to the hitherto unfulfilled demand which exists among Chinese American women for this type of training. The WEEAP grant has enabled us to partially fill the void.

Many non-professional Chinese American women are new immigrants or refugees. They speak little or no English and rarely possess the skills which alone could smooth their passage into the American labor market. Another handicap is their lack of knowledge of the rules which govern the American labor market and opportunities existing there. It need only the unsympathetic and stereotyped view of the larger community to complete their cycle of professional isolation.

Our non-professional model has been designed to meet the needs of a more desperate group of women so that they could be motivated to develop the awareness, self-confidence and skills to take up non-traditional jobs. The first series of the non-professional workshops was held in Washington, D.C. in 1981 and was followed by field-testing in Chinatown, New York City in 1982. Forty-five women registered for the former and 50 women attended the latter event, an encouraging response in view of the fact that no similar gathering had been held before.

Two major projects have been scheduled for our last grant year which began in October 1982:

- Conference for Chinese American Teenage Women

- National Conference on Chinese and other Asian American Women

The main aim of the conference for teenage women is career guidance and counseling to enable them to make educational and, later, career choices free from sex role stereotyping and social conditioning. But young people will not be the only group to benefit from the undertaking. Our 25 chapters around the country have been invited to bid for the opportunity to host the conference. In doing so, they will acquire some experience in proposal writing. Moreover, part of the conference will be devoted to training chapter members in the techniques of grant application and fund-raising.

As the culmination of our three years of work under the WEEAP grant, the national conference scheduled for June 1983 will bring together grassroot representatives and policy makers to discuss the priorities and needs of Chinese American women.

Because of a paucity of resources, our projects and activities have to be confined to specific locations for a limited number of people. However, we hope that the new awareness we have generated, and the models we have developed, will, through a trickle-down process, inspire Chinese American women, professional and non-professional alike, to participate more actively in American life and to be more resourceful in assisting society to remove the barriers which have impeded such participation and increasing their contributions to this country.

The OCAW, as a private, voluntary body, firmly believes in the value of private initiative and the possiblity of self-improvement. However, public support and assistance is essential if our efforts are to have as great an impact as possible. We are convinced that in fulfilling the legislative purpose of Congress, the Women's Educational Equity Act Program has also met the needs of a large section of our population. It deserves to survive.

Submitted by:

Pauline W. Tsui

Pauline W. Tsui
December 8, 1982

ELAINE BURNS CHAPLINE, PH. D.
20 GATEWAY ROAD
YONKERS, NEW YORK 10703

November 27, 1982

The Honorable Carl Perkins
U.S. House of Representatives
Washington, D.C. 20515

ATTN: Nancy Kober

Dear Congressman Perkins:

On the eve of the new congressional session, I wish to tell you how interested I am in the operation of the WEEA program. I was awarded, with colleagues, a WEEA grant and conducted a project from 1978-80 designed to reduce mathematics anxiety in future teachers and to increase teachers' perception of mathematics as an appropriate domain for women and girls. It has been only through the WEEA program that persistent barriers to women's educational success,such as negative mathematics attitudes, have been consistently challenged. The materials developed in the WEEA program hold the promise of improving the education of women now and in the future.

Under Leslie Wolfe's direction, the program functioned very effectively. She provided high-levels of leadership. I have been very happy to hear that the House Education and Labor Committee is interested in how the program operated during her absence.

I feel it is vital that the WEEA program be given strong continuing support nationally. There are so many forces currently that are seeking to reverse the gains that women have made educationally that it is especially important to have the women's program firmly in place, operating under skillful and enlightened leadership.

Yours sincerely,

Elaine Chapline

Elaine Burns Chapline